

ARI Contractor Report 2004-01

Development of Officer Leadership for the Army: Preliminary Results

Bruce J. Avolio
University of Nebraska

Francis J. Yammarino
State University of New York

This report is published to meet legal and contractual requirements and may not
meet ARI's scientific or professional standards for publication.

October 2003

United States Army Research Institute for the Behavioral and Social Sciences

Approved for public release; distribution is unlimited.

20031106 068

REPORT DOCUMENTATION PAGE

| | | | | | |
|--|------------------------------|-------------------------------|--|--|--|
| 1. REPORT DATE (dd-mm-yy) October 2003 | | 2. REPORT TYPE Final | | 3. DATES COVERED (from... to) November 2000 – June 2003 | |
| 4. TITLE AND SUBTITLE Development of Officer Leadership for the Army: Preliminary Results | | | | 5a. CONTRACT OR GRANT NUMBER DASW01-99-K-0005 | |
| | | | | 5b. PROGRAM ELEMENT NUMBER 622785 | |
| 6. AUTHOR(S) Bruce J. Avolio, Francis J. Yammarino | | | | 5c. PROJECT NUMBER A790 | |
| | | | | 5d. TASK NUMBER 269 | |
| | | | | 5e. WORK UNIT NUMBER C01 | |
| 7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) University of Nebraska State University of New York Lincoln, NE The Research Foundation of SUNY Binghamton, NY | | | | 8. PERFORMING ORGANIZATION REPORT NUMBER | |
| 9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences 5001 Eisenhower Avenue Alexandria, VA 22333-5600 | | | | 10. MONITOR ACRONYM ARI | |
| | | | | 11. MONITOR REPORT NUMBER Contractor Report 2004-01 | |
| 12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited. | | | | | |
| 13. SUPPLEMENTARY NOTES This report is published to meet legal and contractual requirements and may not meet ARI's scientific and/or professional standards for publication. Contracting Officer's Representative: Jon Fallesen | | | | | |
| 14. ABSTRACT (<i>Maximum 200 words</i>): Two field experiments were designed to test some of the main propositions in transformational leadership theory. The main purpose for conducting these experiments was to develop a better understanding of how to accelerate the development of Army Officer leadership. It was done systematically to create specific leadership constructs that examined how they affected individual/group development, readiness, and performance over time. The results show a successful pilot project where officers in the experimental and control condition differed in learning ideas about leadership, while remaining similar in other ways from those not receiving transformational leadership training. | | | | | |
| 15. SUBJECT TERMS Transformational leadership Human performance Instruction Longitudinal field experimentation | | | | | |
| SECURITY CLASSIFICATION OF | | | 19. LIMITATION OF ABSTRACT Unclassified | 20. NUMBER OF PAGES 124 | 21. RESPONSIBLE PERSON (Name and Telephone Number) Jon Fallesen (913) 684-9796 |
| 16. REPORT Unclassified | 17. ABSTRACT Unclassified | 18. THIS PAGE Unclassified | | | |

Contractor Report 2004-01

Development of Officer Leadership for the Army: Preliminary Results

Bruce J. Avolio

Department of Management
College of Business
University of Nebraska Lincoln

Francis J. Yammarino

Center for Leadership Studies
State University of New York at Binghamton

**Leader Development Research Unit
Stanley M. Halpin, Chief**

October 2003

**U.S. Army Research Institute for the Behavioral and Social Sciences
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600**

Approved for public release; distribution is unlimited.

Development of Officer Leadership for the Army: Preliminary Results

EXECUTIVE SUMMARY

In this report, we describe a project involving two field experiments that are designed to test some of the main propositions in transformational leadership theory. The main purpose for conducting these experiments is to systematically “create” specific leadership constructs to examine how they affect individual/group development, readiness, and performance over time. Through the use of longitudinal field experimentation, we can test the causal impact of leadership on individual development, group/unit development, readiness, and subsequent individual and group/unit performance.

Conducting field experiments is unique in the leadership field, as there are only a handful of studies that have tested the causal impact of leadership on development, especially where the focus was investigating transformational and/or charismatic leadership. Moreover, with respect to leadership development interventions, there is no systematic assessment of learning, behavior change, or unit results.

By creating and enhancing various leadership styles through training, we will demonstrate how those leadership styles can affect leader and follower motivation, development, and performance in the U.S. Army. Results of these field experiments can then be used to build validated training interventions for Army officers to enhance their full range of leadership potential. Given the high costs of officer leadership training within the U.S. Army, it is clear there would be a positive benefit to learning how to accelerate the development of exemplary leadership at the field-grade level to address the future challenges that will confront the Army.

The two field experiments provide an opportunity to systematically evaluate whether transformational leadership can be developed and sustained over time with officer participants. Specifically, after a pilot study (herein described), samples of officers who are going through training at Fort Leavenworth were randomly selected to participate in an alternative leadership development experience. The leadership courses and workshop were used to “create” leaders who are more transformational as compared with the traditional line of training already done at Fort Leavenworth.

Two cohorts of officers, after receiving transformational leadership training, will be tracked over a two-year period to examine whether the impact of the experimental training intervention can be sustained over time. The experimental training is customized, based on collaborations with instructors at Fort Leavenworth, to modify a foundation model of training, which has already been shown to have a significant impact on augmenting transformational leadership and unit performance in a variety of settings. The general components of the experimental training include a focus on developing the full potential of each officer using a well-validated model; providing assessment and 360 feedback to facilitate officers with their leadership development planning process; the use of additional self-development processes, e.g., feedback to boost the experimental training effects; and support from peers and instructors both face to face and via web-based learning systems.

The actual training intervention is comprised of a pre-assessment phase followed by a 27-hour course and subsequent interactions with trainees spread out over a one-year period. The initial leadership course with officers is followed by booster sessions that are conducted via web-based learning systems developed for this experimental project. Criterion data are collected at multiple levels of analysis over multiple time periods. These data include what leaders' learned from the training and how they have applied what they have learned; personal development variables for both leaders and followers; 360 ratings of leadership style; unit cohesion, culture, and readiness; and performance.

The results reported here show a successful pilot project where officers in an experimental and control condition differed in learning ideas about leadership, while remaining similar in other ways. Moreover, for Cohort 1, the first of two randomly selected and randomly assigned experimental cohorts, pre-leadership course measures showed similarity between the experimental and control groups. We continue to track and assess in various ways, Cohort 1, and are about to begin training of Cohort 2.

Development of Officer Leadership for the Army: Preliminary Results

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Section 1. Leadership Background..... | 3 |
| Leadership And Development | 3 |
| Bases For Leadership Development | 3 |
| Transformational Leadership And Development | 4 |
| Laboratory Experiments | 4 |
| Field Experiments..... | 5 |
| Section 2. Program Development..... | 6 |
| Leadership, Motivation, Development, And Performance | 6 |
| Leadership And Effects On Development..... | 7 |
| <i>in vivo</i> Life Leadership Training | 9 |
| Benefits Of Developing Transformational Leadership..... | 11 |
| Propositions Linking Leadership And Development | 13 |
| Section 3. Methods and Implementation | 14 |
| Target Population..... | 14 |
| Overview Of The Experimental Research..... | 14 |
| Design, Implementation, And Evaluation | 17 |
| Section 3. Results and Discussion | 18 |
| Quantitative And Qualitative Evaluations Of Pilot Program | 18 |
| Sustain | 19 |
| Improve..... | 20 |
| Pre-Test Descriptive Statistics For Pilot Study | 20 |
| Preliminary Results For Cohort 1 | 24 |
| Section 4. Lessons Learned | 26 |
| Conclusion..... | 26 |
| References..... | 27 |
| Appendix A – A717 Course (Experimental Program) Outline, Advance Sheets, and Chart..... | 33 |

| | |
|--|-----|
| Appendix B – Booster Session Outline..... | 47 |
| Appendix C – Sample STAARR Report..... | 57 |
| Appendix D – General Leadership Exam..... | 58 |
| Appendix E – Informed Consent Letter..... | 64 |
| Appendix F – Pre-Measures..... | 66 |
| Appendix F-1 Demographic Information..... | 66 |
| Appendix F-2 Leader Self-Concept Measure (LSCM)..... | 67 |
| Appendix F-3 Openness..... | 69 |
| Appendix F-4 Developmental Readiness..... | 70 |
| Appendix F-5 Situational Constraints..... | 72 |
| Appendix F-6 Developmental Activities..... | 73 |
| Appendix F-7 Problem-Solving Scenarios..... | 75 |
| Appendix F-8 Organizational Scenarios..... | 77 |
| Appendix F-9 Tacit Knowledge..... | 79 |
| Appendix G – Post-Measures..... | 93 |
| Appendix G-1 Outcomes Survey Form B (Ratings from Below) Subordinate report... | 94 |
| Appendix G-2 Outcomes Survey Form P (Ratings from Peers)..... | 99 |
| Appendix G-3 Outcomes Survey Form A (Ratings from Above)..... | 104 |
| Appendix G-4 Outcomes Survey Form S (Self Rating)..... | 110 |

DEVELOPMENT OF OFFICER LEADERSHIP IN THE ARMY: PRELIMINARY RESULTS

Introduction

Introduction

Over the years, both ARI and the U.S. Army have invested considerable resources into the development of leadership potential. Yet, there have been relatively few studies that have systematically examined the causal link between leadership, its development and individual and unit performance (Bass, 1998; Bryant, 1994). This has been particularly the case for examining the validity of almost all leadership-training interventions. Most prior research that has focused on the impact of leadership development has been completed using survey and interview measures. Moreover, the bulk of data that have been collected in the U.S. military were based on reactions to training interventions without any systematic controls to determine cause and effect. Such reaction-type data may not correlate with actual development experiences in terms of what was learned, how the experience affected behavior, and what impact the experience ultimately had on performance (Alliger & Janak, 1989).

Although leader development programs are common in organizations (Yukl, 1994), there have been relatively few systematic attempts to evaluate whether or not such training had any impact on leadership development or performance (Conger, 1992; Fiedler, 1996; Hunt, 1991; Sims, 1993; Tannebaum & Yukl, 1992). This led Fiedler (1996) to conclude, "All of the reviews of leadership training, stress that we know very little about the processes of leadership and managerial training that contribute to organizational performance. At least one reason for this lack of knowledge is the scarcity of meaningful and rigorous research" (p. 244). Sims (1993) indicated that despite the hundreds of articles, books and seminars devoted annually to the topic of leadership, training evaluation remains largely misused or neglected. Hunt (1991) recommended that future leadership development efforts should also include a focus on transformational leadership.

As early as 1978, transformational leadership was being conceptualized (Burns, 1978). From his research on politicians, Burns (1978) developed his concept of transformational leadership. He described transformational leadership as a way in which leaders and followers interact to raise each other to higher levels of morality and motivation (Burns, 1978). In transformational leadership, leaders strive to influence followers by appealing to moral values and ideals. This in turn motivates followers to raise themselves to a higher level of performance. One important aspect of Burns' conceptualization is that transformational leadership can come from anybody in the organization, not just the traditional leaders. It is also not just limited to influencing subordinates, but with transformational leadership people can motivate peers as well as superiors.

Bass further refined the idea of transformational leadership in 1985. In his updated conceptualization, Bass includes transactional leadership. This concept is generally conceptualized as an exchange of rewards between leader and follower for work done by the follower. Bass uses the effect on the followers to define transformational leadership by taking into account how they feel toward the leader, and how this impacts desire to perform. In the

theory, leaders inspire and transform followers by increasing their awareness of the importance of the task at hand and the outcomes associated with the task. In addition, the leader encourages them to go beyond their own self-interest to promote the team. Finally, transformational leadership works by targeting and activating the followers' own higher-order needs (Bass, 1985).

Using his theoretical framework, Bass (1985) described behaviors related to transformational and transactional leadership. Originally, the theory contained three types of transformational behavior. In a revision of the theory, a fourth was added (Bass & Avolio, 1990). As it stands today, the theory includes idealized influence, individualized consideration, inspirational leadership, and intellectual stimulation. As described by Bass and Avolio (1990), idealized influence or charisma is defined as behavior that is able to produce strong emotions in the follower and increases their identification with the leader. With this aspect of transformational leadership, leaders have the ability to see, that which is truly important, and are able to communicate a sense of purpose to those around them. They also are able to instill pride and respect to the unit (Hater & Bass, 1988). Individualized consideration behaviors include providing support to the followers as well as encouraging and coaching them. Here the leader can use delegation to stimulate learning experiences. While doing this, the leader provides coaching and at the same time treats each person as an individual. Inspirational leadership behavior consists of communicating an appealing vision and using symbols to focus the efforts of subordinates. This is all done while modeling the appropriate behavior. Through this behavior the leader is able to stimulate followers to think about problems in new ways while emphasizing problem solving and the necessity to use reasoning before the person takes any action (Hater & Bass, 1988). Finally, intellectual stimulation is behavior that encourages followers to look at problems from new perspectives while increasing awareness of problems (Bass & Avolio, 1990; Avolio, 1999).

Recently, Dvir (1998), who conducted one of the first field experiments to test the causal impact of transformational leadership on the development and performance of followers in the Israeli Defense Forces, concluded: "The question whether leadership can be acquired by formal training programs remains unanswered" (p. 61). Her comments echoed those of Kirkpatrick and Locke (1996), who indicated that the causal relationship between visionary and/or transformational leadership and performance has not been adequately demonstrated.

The intent of the current research was to address these concerns and provide an unequivocal field test of the causal link between exemplary leadership and individual and unit performance. By systematically testing the causal impact of leadership manipulated in a field experiment, we are able to provide invaluable knowledge concerning specific methods that can be used to train U.S. Army officers to positively impact their leadership development and performance over time. Formal training interventions can augment the general experiences that officers accumulate, that have been shown to impact positively on leadership development (Avolio & Gibbons, 1988; Yammarino & Bass, 1990; Zaccarro, 1996).

There is now a clear need to focus research on demonstrating that we are capable of developing the higher end of leadership, labeled transformational leadership (Bass, 1985) in the U.S. Army. By addressing this need, we can move in the direction of increasing the match between the leadership behavior exhibited by officers and the needs of the future Army.

The overall changes in needs, expectations and challenges in the Army were recently summarized by Bass (1998): "Flexible architectures will need to be designed of self-contained units that can be detached for missions in isolation, then re-formed quickly and reintegrated into larger units. The tempo of future operations will require flattened organizations with fewer echelons in the chains of command...leaders and their units will need to be flexible, agile, and transformational leaders" (pp. 50 & 56). One can address this need by selecting the right officers as well as by developing them to be more transformational in their leadership approaches. Our focus here will be on the development of officers to be more transformational.

Leadership Background

Leadership and Development

One basic question that has plagued the leadership field almost from its inception was whether leadership could be taught and learned. Avolio and Bass (1988) concluded; "we have much to gain by viewing leadership as a dynamic developmental process" (p. 46). Yet, there have been relatively few studies that have examined leadership and its development over time in any sort of systematic way in the U.S. military. This is particularly true of the higher end of leadership labeled transformational leadership. However, there is some preliminary evidence to indicate that such leadership can be developed and have positive impact on performance.

Basis for Leadership Development

In the U.S. military, leadership development rests on three pillars: school-based training and instruction, experiential based training through one's unit and duty assignments, and self-development. These three pillars correspond to Hunt's (1991) comprehensive summary of leadership development activities that focus on the use of education, training, and on-the-job experiences to promote development. In terms of experiential development, Betlin and Kennedy (1990) conducted a study of U.S. Army Captains and reported that time in service and diversity of experience predicted their performance, as rated by their superior officers. What we would call *in vivo* training based on "relevant" prior life experiences, as compared to more general experiences, was found by Betlin and Kennedy to be a better predictor of overall performance.

Twohig et al. (1987) attempted to examine junior ROTC officers' reactions to cognitive skills training within an experimental context. Unfortunately, the experiment was cancelled after the first year of ROTC training, constraining Twohig and his colleagues to draw only very general conclusions about their findings. Specifically, they concluded that student officers had positive reactions to their training and reported they felt it had improved their cognitive skills. However, given the early termination of their experiment, they were unable to go beyond simply summarizing participants' reactions to the program.

Savell, Tremble and Teague (1993) and Harman et al. (1993) conducted interviews of Army officers to assess their reactions to leadership training interventions. Harman et al. (1993) interviewed junior officers and commanders on the success of orientation and assessment training with newly arriving officers. The junior and senior officers each rated the program as

very favorable, but no assessment was made of its actual impact on behavior or effectiveness in terms of performance.

Savell et al. (1993) reported that 75% of the company grade officers going through Desert Shield and Desert Storm rated Army leadership development programs as successful in enhancing their leader competencies to perform in battle. Yet, these surveys only measured the commander's reactions to training compared to what they had actually learned in training and their behavior or performance.

In another ARI sponsored research project, Stewart (1992) interviewed 29 battalion commanders and their supervising officers. Brigade commanders cited their attendance at the Army War College as a "mind broadening" experience. Yet, no other controlled or more formal evaluations of training impact were conducted in the investigation.

One of the more systematic efforts to evaluate the development of leadership in the military was conducted by Streufert et al. (1988). Streufert et al. assessed the impact of training on the development of more flexible, integrative thinking among officers. The authors included in their research design a control condition along with two variations on training individual thinking skills (i.e., received content specific and instructional information on how to work as opposed to content training only). Both training groups showed gains in performance, while the control group showed no significant gains in performance.

Overall, much of the evidence that has been accumulated in the U.S. Army on whether leadership can be developed is based on reactions of participants to what was trained in workshops. Generally speaking, there has been very little basic research focused on what Kirkpatrick (1976) described as higher levels of training impact, including what participants learned through training, the behavioral changes that accrued, and the impact the developmental intervention had on performance results. Yet, from the little evidence that is available, there are some potentially positive effects of training, at least in the eyes of the trainee. To the extent that some positive development has also occurred, there are likely to be significant positive benefits for leadership and individual and unit performance.

Transformational Leadership and Development

Although there is now considerable evidence linking exemplary and transformational leadership to higher levels of motivation and performance in the military (Bass, 1998; Gaspar, 1992; Bass & Avolio, 1998), there have been very few experiments that have attempted to manipulate transformational leadership to examine its impact on performance. In these prior studies, only one experiment was conducted in a military setting.

Laboratory Experiments

In a laboratory setting using undergraduates, Howell and Frost (1989) first demonstrated that experimentally-induced charismatic leadership in contrast to task-oriented and human relations-oriented leadership could positively affect task performance, task adjustment, and adjustment to the leader and group, regardless of the directionality of group productivity norms. Kirkpatrick and Locke (1996) successfully manipulated three core components of charismatic/visionary leadership in a laboratory simulation as well. Kirkpatrick and Locke reported that a vision of high quality had a weak positive impact on performance quality, while

significantly affecting levels of trust in the leader, and the congruence between followers' values and the values articulated in the organization's vision.

Sosik, Avolio and Kahai (1997) conducted a lab experiment in which transformational- and transactionally-trained leaders worked face-to-face and also used computer-mediation to interact with their followers. Sosik et al. (1997) reported that experimentally induced transformational leadership had a significant positive impact on group performance.

Jung and Avolio (1999) reported that confederate leaders, who were trained to exhibit transformational or transactional leadership to work with Caucasian-American or Asian-American followers, had a positive and significant impact on the performance of both ethnic groups' performance. The transformational leader had a more positive impact on Asian Americans participating in a brainstorming task with the generation of fundamentally different and unique ideas when the Asian Americans worked alone rather than in a group. The Caucasian-Americans generated more fundamentally different ideas working in a group when led by a transformational leader rather than when working alone.

Field Experiments

In field experimental settings, there have been three studies that have examined the impact of transformational leadership on performance. Two of these studies were field experiments.

The first study completed by Crookall (1989) was with shop supervisor in the Canadian correctional services. Crookall conducted a quasi-field experiment that comprised the following three conditions: three days of transformational training; three days of situational leadership training; and a control group that did not receive training. There were 20 shop foremen in these respective conditions. Each supervisor was assessed three months prior to training and then three months after the close of the training intervention.

Crookall (1989) reported that transformational leadership training had a significant influence on two out of the four measures of supervisory performance, while situational leadership training had an impact on only one performance measure. The impact in both trained groups was found in terms of lower turnover, better work habits, and more positive evaluations from case managers' logs of inmate behavior in terms of the personal growth exhibited. Significant increases were noted for the trained supervisors in the transformational condition for the following areas: respect for supervision, professional skill development, and organizational citizenship behavior. There were no significant differences observed in the other two training conditions.

Barling et al. (1996) compared the performance of 20 bank managers who were randomly assigned to transformational training to a group of 20 managers who were in the control condition, which received no leadership training. Barling et al. (1996) reported significant training effects for one component of transformational leadership, intellectual stimulation, on bank branch performance.

More recently, in the most comprehensive field experiment to date, Dvir, Eden, Avolio and Shamir (1998) reported on a comparison of two field-training programs in the Israeli

Defense Forces (IDF). Platoon commanders were the target leaders in this experiment, and the units were platoons participating in basic training.

There are several unique features to this research that are worth noting. First, this project focused on determining whether experimentally induced transformational leadership via training would impact, over a six-month period of basic training, both direct and indirect follower development and performance. Second, the transformational training was designed in cooperation with trainers in the IDF, who already offered a more eclectic version of the leadership training intervention. Thus, the group trained in transformational leadership was compared to a second group of platoon commanders, who had received very similar, but more generalized transformational training. Third, the commanders were selected and assigned randomly to treatment conditions before they were chosen to be commanders. Moreover, the assessment of their leadership was based on ratings from followers in newly formed platoons. Consequently, the leaders and followers in this field experiment had no history of interaction other than the duration of time pertaining to the completion of the experiment. Finally, the development of these officers and their followers were tracked over time using both hard and soft measures of performance.

Dvir et al. (1998) provided solid evidence to support some of the basic tenets of transformational leadership theory. Commanders completing the experimental training were seen by their direct officers as more transformational than officers who went through the more eclectic training program. Soldiers in those platoons also performed significantly better than platoons that had undergone or finished the more eclectic training six months into the experiment.

Overall, there has been a growing body of research that has examined the relationships between exemplary leadership and performance (see Bass, 1998; Lowe, Kroeck & Sivasubramaniam, 1996; and our review below). The main results from this research have indicated that leadership described as transformational has generally been more highly correlated with performance in both military and nonmilitary settings. Yet, there are only a handful of studies that have examined the causal impact of leadership on performance and only three that have done so systematically in field settings. Thus, there is a significant need to examine how experimentally induced styles of leadership impact both follower development and performance in the U.S. Army. Completing this line of research will not only test some of the basic propositions in the new genre of leadership theories, but it will also provide a solid basis for offering officers validated leadership training programs.

Program Development

Leadership, Motivation, Development, And Performance

One of the main contributions of the new genre of leadership theories (e.g., Bryman, 1992; House & Aditya, 1997; Zaccaro, 1996) is the inclusion of a much more specific analysis of the leader and follower interaction. Followers are not just seen as a component in the leadership process for simply getting tasks done, but also as individuals that can be developed into leaders themselves (Burns, 1978). In addition, many of these approaches take into consideration a multi-level view of leadership (see Dansereau & Yammarino, 1998a, 1998b) in terms of the

development of the propositions contained in the models and the methods used to assess leadership. Specifically, the nature of the context is examined as a unique and distinct level of analysis in which the leader and followers are embedded. Thus the type of interaction that one observes between the leader and follower is viewed as being a function of the context in which such interactions occur over time. This is an important distinction in that leadership development via training has often been blurred with development based on experiences in the work context (Hunt, 1991; Jacques, 1986).

Multi-level views of leadership have also been applied to the measurement and analysis of leadership and leader behavior (see Dansereau & Yammarino, 1998a, 1998b, for comprehensive reviews of this literature). Thus finer distinctions are now made in terms of discussions of what constitutes individual leadership, dyadic leadership, group leadership and cultural/organizational leadership. By taking a multi-level view in terms of model building and measurement, we can specify a much more exact assessment of the developmental process that accrues between a leader and followers, and the level at which such impact should be defined and measured. For example, we may predict that an individual leadership-training regimen will impact the development of unit cohesion. This prediction spans levels of analysis in that we are arguing that the development of the individual leader will result in the creation of a group-level effect called cohesion. This example suggests that one strategy for evaluating the effects of training interventions is to specify the level of analysis at which the effects are expected to emerge over time (see Dansereau, Yammarino, & Kohles, 1999). For instance, a leader can be trained to be more self-confident, and in turn develop the self-efficacy of his followers. In this case, the training intervention and its impact would both be at the individual and group levels of analysis. It is also possible to examine how leadership at one level of analysis such as associated with a leader-follower dyad, can subsequently emerge at a higher level of analysis such as the group or unit's culture level (Avolio & Bass, 1995; Dansereau & Yammarino, 1998a, 1998b). (We will return to the issue of multi-level models of leadership and their application to studying developmental processes and outcomes in our discussion below with reference to Figure 1.)

Leadership and Effects on Development

According to Burns (1978), transformational leaders elevate the needs and aspirations of their followers to achieve higher levels of effort, development and performance. As noted above, numerous studies have demonstrated a positive relationship between transformational leadership, effort and performance, but there has been relatively little attention given to how such leaders cause development to occur over time. Avolio and Bass (1988) have discussed the developmental process indicating that transformational leaders develop followers by providing learning opportunities, stimulating followers to think in innovative and nontraditional ways, reframing problems and taking on new challenges, and operating as a role model for development themselves. These types of experiences parallel what Jacques (1986) described as enhancing the "cognitive maps" of leaders to handle unique and increasingly more complex problems. Unfortunately, there have been few attempts to examine how development unfolds over time, how it can be accelerated, how the context in which leader and follower interactions are embedded impact developmental processes, how information technology can be used to sustain development, and what methods different leaders use for the development of their followers.

Since transformational leadership generally has not been manipulated systematically in most field research settings, the interpretation of how transformational leadership affects development cannot be adequately determined due to the various threats to internal validity in correlational field research. Moreover, followers have been almost universally viewed in the most simplistic sense as a dependent variable "affected" by the leader, rather than how the leader specifically develops or changes the follower to higher levels of performance potential.

Including follower attributes in theory and research has only been done sporadically throughout the leadership literature (Atitk, 1994). This is particularly the case for the developmental aspects of leadership models in general and transformational leadership in particular (House & Aditya, 1997). For example, followers who are more or less "developmentally ready" to emerge as leaders would likely respond very differently to a transformational leader's efforts to elevate their needs and values than followers who are not at all "primed" for change. Since by definition followers are expected to undergo development working with transformational leaders, it is imperative that we examine how followers vary in their reactions to these developmental effects. Also, to the extent that the Army will need more leadership at lower as well as higher ranks, the need to understand the elevation and development of followers into leaders becomes as important as the need to understand what the leader is attempting to accomplish in terms of individual and unit performance goals.

To date, there is no evidence demonstrating stable and long-term effects of leaders on follower development in terms of self-efficacy, preferences, values, and ability (Dvir, 1998). This is particularly surprising given the emphasis placed in transformational leadership theory on developmental processes in general and follower development in particular. For example, Avolio and Gibbons (1988) concluded that, "a significant part of developing or transforming followers is developing their feelings of self-efficacy" (p. 298). Possibly, the lack of emphasis on development may represent the influence of some of the older views of transformational and charismatic leadership, which tended to classify followers as passive, weak, and dependent (Dvir, 1998; Klein & House, 1995). However, in Burns' (1978) and Bass' (1985) original formulations of transformational leadership, both authors emphasized the importance of leaders motivating followers to higher levels of need satisfaction and self-actualization. Both authors highlighted that transformational leaders, who operate at higher levels of moral development, work towards developing their followers to similarly higher levels.

Burns (1978) and Bass (1985) also emphasized the effects of transformational leadership on followers in raising them to go beyond their self-interest to contribute to the collective interest of their group or unit. Going beyond one's self-interest also points to the importance of understanding just how such leaders affect the personal development of followers. This is especially true in a military context where oftentimes life and death decisions are made based on the assumption that members of the unit will sacrifice self-interest for the sake of the mission and the unit. Indeed, commenting on comradeship in the military, Ozkaptan (1994) stated, "The ultimate plateau of self-development is when we no longer place our own needs first and seek self-preservation, but give or sacrifice for others" (p. 239).

Similarly, the intellectually stimulating aspects of transformational leadership are expected to develop followers to be more observant, challenging, and independent thinkers. To

take a stand on a difficult problem and question one's own basic assumptions or another person takes self-confidence. Such personal leadership development is in line with comments presented by Lewis and Jacobs (1992), who said, "that this maturation is likely to occur when, in the course of their work, individuals are required to confront limitations in their way of construing experience and therefore develop new and broader frames of reference. Only when one experiences a failure to master one's larger world is there the possibility that one's views of the world will expand" (p.149). It is the experiences that stretch the limits of learning that are likely to result in the largest gains in leadership development and potential. Intellectual stimulation is one process used by transformational leaders to stretch the limits of development and learning to build greater capacity in the follower to "think through" what is required rather than to simply provide an automated response.

In vivo Life Leadership Training

Two studies of life history events and their relationship to transformational leadership development concluded that parents who were extremely challenging, yet fair, in their assessment of the child's best effort, developed children into leaders who were evaluated by followers as more transformational (Avolio & Gibbons, 1988; Avolio, 1994). Yammarino and Bass (1990) reported that junior naval officers who were rated more transformational by their followers tended to be more involved in high school sports activities. A similar pattern emerged for Virginia Military Institute cadets, where adolescent athletic activities were a positive predictor of transformational leadership (Atwater, Lau, Bass, Avolio, Camobreco, & Whitmore, 1994). Taking the lessons learned from such in vivo training, and testing it more systematically in a field experiment, may suggest ways to provide the sort of challenge and support that has characterized "parent trainers" of transformational leaders.

Related to the above arguments concerning the development of self-confidence and a willingness to challenge assumptions, transformational leaders are said to develop their followers' capacity to self-manage and self-develop over time. Bass and his colleagues argue that by increasing autonomy and independence in followers, one is more able to tap into what Kelley (1992) labeled the "power of followership." Such followers can become their own individuals over time, being more able to lead themselves through subsequent challenges and opportunities. Coupled with increases in maturity, followers are also able to maintain a sense of discipline required in military units, while questioning changes as is appropriate for the new and diversified challenges that are now being undertaken by the U.S. military. Specifically, not only do military leaders need to learn how to work with multiethnic, multiracial and mixed sex groups more effectively (Bass, 1998), they will also need to be able to empathize with indigenous persons that they are bound to protect without being disturbed by local mores (Mael & Alderles, 1993). To win the war and the peace will require a much more highly developed leader in terms of confidence, problem-solving capacity, ethics, and moral values.

Another and perhaps higher level of development relates to how followers come to identify with a leader's mission and vision. Shamir (1991) argues, in his self-concept theory of charismatic leadership and motivation, that leaders develop followers by adjusting their frames of reference to be more in line with the leader's and organization's values and vision. Over time, the leader's ideology and that of the followers become more congruent. By internalizing the

values and perspective in followers, the leader creates a state of self-guiding principles, which will help focus followers to achieve their mission.

Shamir et al. (1998) have provided some evidence to support the link between charismatic/transformational leadership, values, and the development of identification with the leader's values in a military setting. Specifically, they found a strong relationship between the charismatic leadership rated by followers of the platoon's leadership and the level of cohesion expressed in the platoon's values, rites, and traditions. Their field study with IDF military units showed a relationship between leadership and values identification. Yet, like earlier research, one is unable to establish a cause-effect relationship: whether leadership caused values identification, or whether a growing congruence between values caused leaders to be seen as more charismatic. The development of values and cohesion in a military unit may be a function of leadership, it may affect how leadership is evaluated, and/or it may be reciprocal in nature.

There are four primary areas that we expect the development of transformational leadership to make a difference over time in terms of both leader and follower behaviors and attitudes. These four areas are tied specifically to each of the constructs (dimensions) comprising transformational leadership.

First, individualized consideration represents transformational leaders' capacity for recognizing and developing their own needs and capabilities and those of their followers over time. It is expected that leaders who are developed to be more individually considerate will also develop followers who are more motivated themselves to develop, who demonstrate a keener sensitivity to the needs and aspirations of others, and who are more capable of recognizing unique differences in others. Through such recognition of differences, these followers in turn will be more capable of developing others to their unique and full potential, ultimately impacting the relationships in the unit and overall organization.

Second, intellectual stimulation addresses the thinking capacity of followers and how able they are to conceptualize new and unique problems and opportunities. It is expected that leaders who are developed to be more intellectually stimulating will develop followers who are more willing to challenge basic assumptions that no longer apply to the problems at hand. Such followers will be more receptive to different points of view and will view conflict over ideational differences as productive versus threatening. These leaders will demonstrate a broader cognitive capacity for coming up with solutions to problems not previously confronted. We expect the same problem-solving capacity to be reflected over time in their followers.

Third, inspirational motivation addresses the amount of energy and effort followers willingly provide to achieve the mission and vision. It is expected that leaders, who are developed to be more inspirational, who can articulate in simple language the missions of their organizations and aspirations of their followers, will have followers who are willing to put in the extra effort required to get the job done. Followers of such leaders will know the mission, will demonstrate a higher level of identification with the mission, and will demonstrate their willingness to go beyond what is expected to achieve the extraordinary. They will also likely exhibit a higher frequency of organizational citizenship behaviors in line with their willingness

to put in the extra effort required to complete tasks and to help others in the process of achieving collective goals.

Fourth, idealized leadership addresses the type of role model that can envision and share the organization's mission and maintain high ethical standards that the leader establishes for his or her followers over time. It is expected that leaders who exhibit more idealized leadership will have followers who demonstrate a higher perspective-taking capacity for assessing moral dilemmas and adhere to higher ethical standards of behavior. Such leaders will create a level of acceptance and adherence to high ethical standards espoused in Army doctrine.

A considerable amount of empirical research on measuring transformational leadership has shown the above components to be intercorrelated. Avolio, Bass, and Jung (1999) demonstrated there are at least three unique components representing the higher order construct of transformational leadership. These included individualized consideration, intellectual stimulation, and inspirational/idealized leadership. Consequently, we did not necessarily expect to develop each transformational leadership construct with the goal of measuring the specific impact of that construct on follower development. Realistically, we expected the development of each respective construct in the leader's leadership style to have collateral benefits for other constructs and their impact on leader and follower development.

Benefits of Developing Transformational Leadership

Transformational leadership has been positively correlated with ratings of motivation, satisfaction, effectiveness, and performance in a broad range of military settings over the last decade. For example, transformational means were higher among Marine Corps commanders of more effective helicopter squadrons (Salter, 1989). Yammarino and Bass (1990) reported there were positive relationships over time between junior naval officers rated as transformational and the scores they received on their fitness reports and positive recommendations for early promotion. Zakay (1995) reported that 45 percent of the variance in Soldier satisfaction scores serving under IDF lieutenant colonels was accounted for by their ratings of individualized consideration.

Gaspar (1992) completed a meta-analysis of 20 military and civilian studies. For the military studies, he reported the mean correlation of charisma-inspirational, intellectual stimulation, and individualized consideration to be .53, .46 and .57, respectively, with objective, organizational criteria of performance. The average correlations with objective performance were higher for the transformational components than they were for contingent reward (.46), active management-by-exception (.26) and passive management-by-exception (.32).

In a three-year ARI sponsored investigation by Bass and Avolio (1998) of platoon leadership, data were collected on 72 light infantry platoons measuring the leadership of the platoon leader and platoon sergeant in garrison who subsequently participated in Joint Readiness Training Centers (JRTC). Ratings of leadership were provided on the company cadre (CO, XO, FSG), peers, and platoon members completing the Multifactor Leadership Questionnaire (MLQ), which was used to assess transformational leadership. There were two types of criterion measures used in this longitudinal investigation. The first involved ratings of perceived effectiveness of platoon units in garrison. The ratings of effectiveness were collected from

sources different than those who provided leadership ratings. The second criterion was based on evaluations of Observer/Controllers participating in JRTC. These data were typically collected one to two months after the collection of leadership and criterion data in garrison.

The results showed a number of interesting patterns that would support greater investments into developing the leadership potential of officers in the U.S. Army:

- Platoon leader's self-ratings of leadership were most discrepant with those generated by followers and were significantly higher, potentially indicating an inflated self-evaluation.
- Generally speaking, the three sources of MLQ ratings (superior, above, peer and below) had only moderate correlations with each other, and suggest that different rater groups may provide valuable sources of input for developmental feedback (see Atwater, Ostroff, Yammarino, & Fleenor, 1998). Results also suggest that self-ratings for developmental purposes may provide a very limited view of a leader's potential areas for development.
- Peer ratings on the MLQ tended to correlate negatively with those provided from the superior.
- On average, there tended to be more agreement for the sergeant's self and other ratings than for the commander. This may indicate that more direct and frequent contact in the platoon might provide officers with a better estimate of how they are perceived by others – leadership up close may differ from perceptions of leadership at a distance.
- The platoon leader's ratings of transformational and contingent reward leadership in garrison were more positively correlated with ratings of effectiveness provided by Soldiers in the platoon than ratings of management-by-exception or passive leadership. A similar pattern emerged for the sergeants in these respective platoons.
- Comparing the top and bottom performing platoons in JRTC resulted in the following patterns: Significant differences in MLQ ratings were found for the above raters (supervisors) and marginally significant effects for below ratings (subordinates). The platoon leaders in the top group received significantly higher ratings on inspirational leadership, intellectual stimulation, and contingent reward leadership. These same top platoon leaders also received significantly lower ratings on passive/avoidant leadership. For ratings from below, the platoon leaders in the top group were rated from above significantly higher on inspirational leadership, intellectual stimulation, individualized consideration, and contingent reward leadership. They were rated significantly lower on passive-avoidant leadership. Similar patterns emerged for ratings of the platoon sergeants.
- The transformational leadership of the platoon leader and platoon sergeant collected in garrison also predicted the quality of the relationship observed by the OC raters in JRTC between the platoon leader and platoon sergeants.

In a previously sponsored ARI longitudinal study with cadets at the Virginia Military Institute, Avolio, Bass, Atwater, Lau, Dionne, Camobreco, and Whitmore (1994) reported high positive correlations between upper-class ratings of esteem or value of target leaders and transformational leadership. Correlations ranged between the components of transformational leadership and cadets considered the top leaders from .41 for idealized leadership through to .32

for individualized consideration. Contingent reward and active-management-by-exception were also positively correlated with upper class rankings in esteem, .23 and .24, respectively. While passive and avoidant leadership correlated negatively with upper-class ratings.

Bass and Avolio's (1998) results provide the latest test linking transformational and transactional leadership to "hard" measures of performance. Ratings of platoon leader's and sergeant's transformational and contingent reward leadership in garrison positively predicted performance at JRTC. Moreover, different sources of leadership ratings contributed to predictions of performance, indicating that when used for development purposes, multi-rater sources may provide a more comprehensive picture of leadership than any single source alone.

As noted earlier, a field experiment was completed with platoon commanders in the IDF (Dvir, et al., 1998). This study provided confirming evidence linking platoon leadership to hard measures of platoon readiness six months later, at the end of basic training. Platoon commanders who exhibited higher levels of transformational leadership had platoons that performed significantly better and also had members of the platoon who had higher ratings of self-efficacy, critical thinking ability, and motivation to perform. Since this field experiment manipulated leadership and the criterion measure was collected after the manipulation was confirmed, we are able to conclude with a high degree of confidence a cause-effect relationship between the display of exemplary leadership and performance.

Overall, there has been considerable evidence accumulated linking transformational leadership to individual and unit performance in the military. Results from this research have been robust and have generalized across military branches as well as across cultures. Also, evidence is now accumulating that such leadership can be developed *in vitro* capitalizing on the "life training" that is performed *in vivo* (Avolio, 1999). Taken together, there appears sufficient evidence to justify investing in and testing the effectiveness of training interventions that specifically focus on developing the higher end of leadership potential at the officer levels in the military.

Propositions Linking Leadership and Development

In summary, some of the basic propositions that provide the structure for our longitudinal research efforts are:

- The components of transformational leadership can be trained within a structured workshop or course setting spanning a relatively short duration of time.
- By creating transformational leadership through training, we can positively impact the development of followers including their levels of self-efficacy, motivation to learn, performance at higher levels, critical thinking ability, ability to recognize and develop the needs of others, and their alignment of values with those espoused in U.S. Army doctrine.
- Increases in transformational leadership will be sustained over time if boosted through repeated interventions (e.g., various types of follow-ups) to enhance leadership potential.
- More effective transfer of training will occur to the degree the following elements are present in training: pre-work assessment that pinpoints the developmental readiness of participants for leadership development; extreme challenges to current models and

methods are taught in workshops or course; real cases and incidents pertinent to the target group; the incorporation of obstacles that need to be overcome and peer support groups to facilitate the challenging of obstacles; and the inclusion of booster sessions to promote and sustain training effects over time.

In Figure 1, we provide the general theoretical framework underlying our work. At the far left-hand side of Figure 1, we indicate that the experimental training manipulation has the goal of creating transformational leadership. In the middle and shaded portion of Figure 1, we show that part of the focus is on tracking the development of the individual officer over time after the experimental training is completed. Above the shaded portion of Figure 1, we indicate how the creation of transformational leadership will impact individual, group, and organizational capability and performance over time. Below the shaded portion of Figure 1, our emphasis is on linking the creation of transformational leadership to its impact on leader-follower dyadic relationships, group relationships, and organizational relationships. The main intent of Figure 1 is to summarize our theoretical framework that depicts the multi-level impact of experimentally induced transformational leadership on processes and performance and the capability of sustaining those positive effects over time.

Overall, therefore, the research goals are:

- Determine the causal links between specific leadership constructs and process and outcome measures of individual and unit performance.
- Demonstrate that leadership can be developed in a relatively short time span among U.S. Army Majors.
- Show that interventions can be sustained over time with the use of efficient information technology.
- Demonstrate that the components of leadership development efforts can be directly assessed for impact over time and modified for maximum impact.
- Show that a multi-level view of leadership models can be applied to understanding how to configure leadership development interventions as well as to assess their impact over time.
- Demonstrate that leaders can be trained according to the new Army leadership doctrine to prepare them for the uncertainties and challenges awaiting them in the future.
- Show that, leaders are both born and made through *in vivo* and *in vitro* training.

Methods and Implementation

Target Population

The population for the various phases of the development interventions is U.S. Army Majors attending Command and General Staff College (CGSC) at Fort Leavenworth, KS. Our intent was to target the leaders in the military to eventually cascade the model down the military hierarchy. By using this high-level target population, we can directly address one of the frequent problems with the transfer of training effects. This problem can be summarized in the comment that, "my boss doesn't support this type of leadership nor reward it, so there is no incentive to try and improve my leadership style at work."

Overview of the Experimental Research

We are conducting two field experiments over the course of a three-year period. Prior to these experiments, in an initial year, we conducted a pilot investigation in which we delivered the training intervention. We then used two cohorts of Army Majors in the training interventions. For cohort one, Majors were randomly assigned to either the experimental or control condition. In the first cohort, the pre-assessments were obtained for 70 in the experimental group and 52 in the control group. We ultimately trained 45 officers in the experimental group, with 19 officers in the control group. We assess the impact of training to enhance leadership and subsequently the development of followers and performance. We track and follow-up with additional data collection for both cohorts of participants from the intervention time until two or one years, respectively, after leaving Fort Leavenworth. The entire project timeline and activities are summarized in Figure 2.

Figure 1 - A Multi-Level Model of Leadership Development Processes

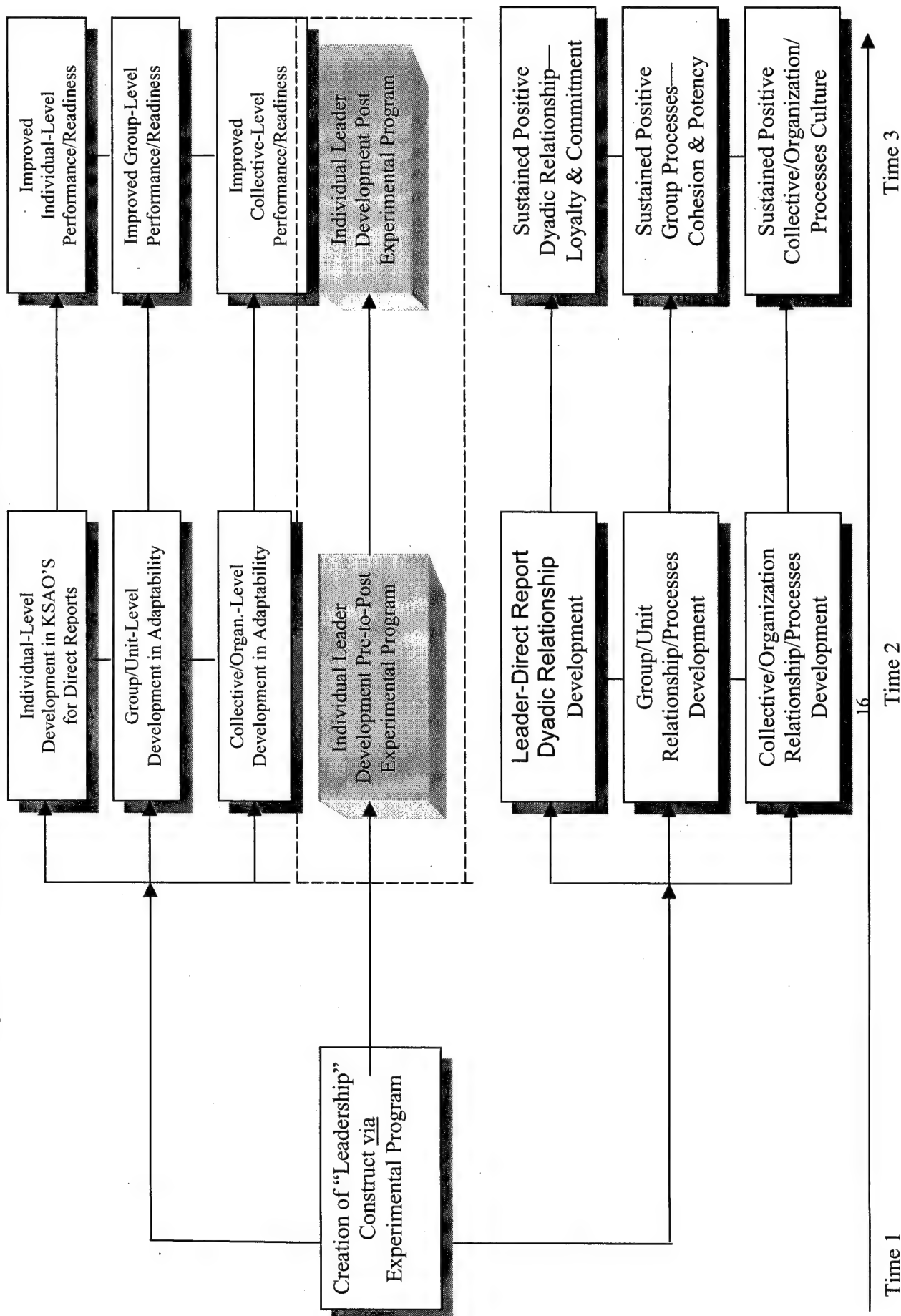


Figure 2 - Experimental Leadership Development Program Timeline

| Training Project Overview (updated 09/02) | | | | | | | | | | | | |
|---|-------------|---|---|---|--------|---|---|--------|---|---|--------|---|
| Task/Activity | Years 1 & 2 | | | | Year 2 | | | Year 3 | | | Year 4 | |
| 1. Brief Project | ■ | | | | | | | | | | | |
| 2. Identify Target Groups | ■ | | | | | | | | | | | |
| 3. Develop Measures/Program | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | |
| 4. Pilot Program & Train Instructors | | | ■ | ■ | ■ | ■ | ■ | ■ | | | | |
| 4b. Track Pilot Group | | | | | ■ | ■ | ■ | ■ | ■ | | | |
| 5. Conduct Assessment | | | | | ■ | ■ | ■ | ■ | ■ | | | |
| 6. Foundation Training (Cohort 1) | | | | | | ■ | ■ | ■ | ■ | | | |
| 7. Preliminary Follow-up Evaluation | | | | | | | ■ | ■ | ■ | | | |
| 8. Tracking on Self Development | | | | | | | | | | ■ | ■ | ■ |
| 9. Extended Follow-up Evaluation for (Cohort 1) | | | | | | | | | | ■ | ■ | ■ |
| 10. Foundation Training (Cohort 2) | | | | | | | | | | | ■ | ■ |
| 11. Repeat Steps 6-8 | | | | | | | | | | | | ■ |
| 12. Continue to Track Cohort 1 & 2 | | | | | | | | | | | | ■ |

*Solid line activities are completed.
 Hyphenated activities are in process.
 Dashed activities are to be completed in the future.

By using a field experiment, we will be able to determine how leadership causes changes in development and performance over time in leaders, followers and their units. As we noted earlier, much of the work on leadership has been based on field correlation research, which has not been longitudinal. Thus, the current set of studies is a first in terms of assessing the development of leadership over time, coupled with an analysis of its impact on the development and performance of followers and their units.

There are several advantages to the strategy being used in the current longitudinal project. First, all experimental participants were aware of what we are attempting to accomplish in terms of the various training interventions. There is no need to mask the goals of training, and therefore we are able to minimize any ethical concerns regarding participation in the project. Moreover, those officers who participate in the current training programs at the CGSC are receiving what the college faculty believes at present is their best training program for leaders. Thus, those participants who are not included in the experimental training are not being deprived of adequate training. Also, since we train and use CGSC faculty in the interventions, faculty are available to implement the experimental program on a wider basis following the completion of the experiments.

Design, Implementation, and Evaluation

As noted earlier, training is used to “manipulate,” in fact “create,” a leadership style. Our intent was to train leaders to be more transformational than their counterparts in the standard training regimen offered at CGSC. Because we used the same faculty in our experiments as in the standard programs at CGSC, the only difference between the control and experimental groups is the leadership intervention per se.

The program rolled out at Ft. Leavenworth involved nine weeks of training with three hours per class per week. Additional hours are spent in out of class activity, with peer groups, individual work, and coaches. In the current design, there are 27 contact hours. However, the extensive out of class contact and the stretching of the training intervention over time were both viewed as pluses to creating the leadership constructs. With the follow-up coaching interventions, there are about 40 contact hours. Ten booster sessions are conducted virtually (See Appendix for a listing of each of these sessions). In addition, we placed emphasis on follow-up with virtual coaching at the point of executing leadership on the job.

We conducted two training of trainers programs, with three LID/CGSC instructors, and with two new LID/CGSC instructors and two coaches. Instructors were identified by LID and selected on the basis of availability and interest in the program. For each of these, initial follow-up training was administered to make sure the instructors fully understood the model, materials and methods. We provided additional support for training with distance technology called BlackBoard.

Pre-assessments occur right before the onset of the training program, and some are collected during the actual implementation of the training manipulation. Life history data pertinent to *in vivo* development of transformational leadership; and individual difference measures tapping into leader self-efficacy, motivation to lead, motivation to learn, perspective-taking capacity, integrity, values orientation, need preferences, and critical/systems-level

thinking were all examined in the pilot study. In the first experimental training intervention we used the measures listed in the Appendix. All of the pre-measures were collected in a 1.5-hour pre-briefing.

The fully designed training program spans nine weeks. It is designed to take advantage of the out-of-classroom training time to boost training effects within the context of the program and follow-up. The components of the training program delivered in the pilot study, by and large, were repeated again in the first cohort with some modifications in terms of placement of activities, time allocated and emphasis. Moreover, we allocated time to train reflective learning and observational skills. We have also added in coaching support.

The booster sessions occur to augment foundation training. Given the target population, we are able to work to support the boosters over a long period of time, using virtual coaching, which has been identified as one key element of interest by the U.S. Army.

We have an evaluation period of a one-year follow-up, and collect the core measures as discussed below. We collect follow-up measures at three separate points in time to assess trends in impact from the leadership development intervention.

We focus on the impact of the training implementation on changes in the leader's perspective about leadership, how others see the leader's behavior, changes in follower's perspectives, and unit-level outcomes. These were the primary levels of analysis we focus on here.

Results and Discussion

As our research is still ongoing, the results in this technical report focus primarily on the pilot study and the beginning of Cohort 1 from the main experimental study.

Quantitative and Qualitative Evaluations of Pilot Program

After completion of the pilot study (in which we pre-tested the measures and experimental treatments in a non-randomized design), we obtained the following comments from students (noted are direct quotes from participants):

1. It helped to bring to life FM22-100 (Army Leadership). "We get process but don't focus on behavior in other courses."
2. Provided the bag into which all my tools for leadership development could be placed. "This does not add to the bag, it is the bag for all other tools."
3. Felt that the peer learning groups was a terrific idea for coaching.
4. The Multifactor Leadership Questionnaire (MLQ) feedback gave them the awareness they needed to move towards effective leadership development.
5. "This type of model should be employed earlier in leadership development."
6. "There should be just a leadership course just like history to run throughout the year."
7. "This was best experience at Fort Leavenworth, on par to the experience of learning about the Battle of Chickamauga."
8. "Instructors were excellent in terms of bringing the model to life."

9. "My three words to summarize why this course should be repeated: taught me empowerment, adaptability and innovation."
10. "The book that we would require for students to read is Avolio's book *Full leadership development: Building the vital forces in organizations* (1999)."
11. The student observed that the colonel was actually displaying parts of the model and commented on his behavior.
12. "This was the best leadership development training experience I have had in 25 years."

We also conducted an analysis of feedback from A717 course, the CGSC name for the experimental leadership development program. As part of the class, participants were asked to complete a student's weekly lesson diary and feedback report. The results discussed here are for Lesson #3, The Full Range Leadership Model (see Appendix). In addition, students were given an opportunity to provide general feedback on the course through an After Action Review (AAR).

Of the 24 participants, 14 responded to the feedback report. In responding to each question, participants rated the five activities in four areas: increasing their leadership knowledge, awareness, behaviors, or relationship, instructors' effectiveness, the extent to which they liked the learning activity, and the contribution to their leadership development on a scale of 1 to 5.

All of the activities received average scores greater than 3 (good), with two having scores above 4 (very good). The activity that received the lowest rating was the Peer Learning Group Compacts and Technology with a score of 3.13. This low rating was driven in part by a score of 2.88 for the extent to which they liked the learning activity and a score of 3.13 for the contribution of this activity to their leadership development. The activity with the highest score was the one-to-one meeting with Instructor for MLQ feedback and Leader Development Planning. This activity had a score of 4.5 indicating that participants were overall pleased with the one-to-one meeting with instructors. Participants rated the contribution of the course to their leadership development the highest individual rating of any of the activities, 4.75. In addition, participants rated the course as increasing their leadership knowledge, awareness, behaviors, or relationship with a score of 4.5. Instructors' effectiveness was also rated a 4.5.

In addition to the weekly diary, participants completed an After Action Review for the course as a whole. This allowed them to discuss any area they feel should be sustained in the course as well as any area that is in need of improvement. Although there were many comments, five themes were chosen from the "sustain" and the "improve" feedback for discussion. These were selected because at least 10 percent of those responding to the question indicated that this was an area that should be sustained or improved.

Sustain

- Video Vignettes:

Respondents felt that the use of the video vignettes to stimulate thought and discussion was beneficial. They said that the use of video clips to illustrate teaching points as well as different behaviors was something that helped them in the course.

- Multi-Factorial Leadership Questionnaire (MLQ)

Participants responding to the AAR would retain the MLQ. They felt that it is a good tool to get a baseline level of leadership scores. However, they would like to see it early in the course. They also said that the MLQ provided a good tool to take away from the course.

- **Instructors**

Respondents felt the instructors did a great job facilitating discussion. In addition, they were a great source of new and different ways to gain understanding about leadership.

- **Leadership Development Plan (LDP)**

Participants felt that the LDP should be sustained. One reason was that they felt that the LDP provided a better learning opportunity than the traditional paper required in other CGSC courses. They suggested that the entire course should focus on the LDP and that it provided a practical application of the theory that was learned in the course.

- **General Class Format**

Participants felt that the format of the class should be sustained. They said that the lessons were structured to provide an excellent forum for discussion. Several said that they liked the small group set-up and the table groups rather than the typical CGSC format. They suggested that the number of students be kept to no greater than 12 students and to encourage open dialogue.

Improve:

- **Blackboard**

Although participants felt that they would like to see increased use of the electronic blackboard, they felt that it was too cumbersome to get into and use. They would like to be able to communicate with students from other schools or outside the military.

- **Video Vision**

Participants liked the task, but were unclear on the purpose. In addition, they felt that if it was important enough to do, it should have been properly resourced from CGSC.

- **Course Requirements**

Respondents suggested that the course requirements be clarified early. They felt that the standards articulated were vague and changed over time. They suggested that a course roadmap would be beneficial.

- **Course Work Load**

Participants felt that the amount of work was excessive. In particular, they felt that there was too much busy work, and there was a need to focus the course work. They said that the material was complicated and there was not enough time to absorb it.

- **Contact Time**

Several respondents said that there was a lot of non-contact time needed for the course.

Pre-Test Descriptive Statistics for Pilot Study

Tables 1 and 2 present descriptive statistics on all measures, reliability estimates, intercorrelations among the scale scores, and comparisons between the experimental and control group in the pilot study.

These preliminary results demonstrated that most of scales operated as expected producing adequate estimates of internal consistency reliability. Two notable exceptions are the Accountability scale and the self-ratings of transactional contingent reward leadership score. Since the n-sizes for the self-ratings were relatively low, $n=39$, we monitored these and other scales in the larger sample to see whether these measures performed better.

The mean comparison between the experimental and control groups in the pilot study produced, as expected, only one significant difference. The significant difference on the Leadership Competency exam showed that the A717 experimental pilot group performed significantly better than those students who did not participate in the pilot course. It is also interesting to note that the MLQ scores for the pilot group likely reflect some selection bias for this group, as their scores were on average, higher than expected on transformational leadership. This problem is eliminated with the randomized process of selection used for Cohort 1 and 2.

Table 2 presents the intercorrelations among all of the scale scores, including the multi-rater sources for the MLQ survey for both the experimental and control group in the pilot study. Again, these correlations should be viewed as preliminary given the small sample sizes in each of the respective pilot groups.

| Variable | α | Experimental (n=20) | | Control (n=19) | | Experimental-Control Difference (F) |
|-----------------------------|----------|------------------------|-----|-------------------|-----|--|
| | | mean | SD | mean | SD | |
| Openness | .68 | 3.50 | .55 | 3.43 | .42 | .194 |
| Self Efficacy | .82 | 4.47 | .40 | 4.34 | .56 | .761 |
| Accountability ^a | .54 | 4.41 | .43 | 4.41 | .40 | .000 |
| Perceived Utility | .81 | 3.94 | .51 | 3.68 | .69 | 1.567 |
| Situational | | | | | | |
| Constraints | .85 | x | x | 3.73 | .55 | x |
| Developmental | | | | | | |
| Activities | .92 | x | x | 3.31 | .74 | x |
| Leader Self Concept | .79 | 4.25 | .26 | 4.20 | .26 | .258 |
| Tacit Knowledge | .89 | .65 | .19 | .70 | .08 | 1.299 |
| General Leadership | | | | | | |
| Exam | .92 | .61 | .10 | .41 | .09 | 38.987* |
| Transformational Leadership | | | | | | |
| Self | .74 | 2.98 | .45 | 3.08 | .44 | .56 |
| Superior | .73 | 3.37 | .40 | 3.57 | .32 | 1.73 |
| Peer/Sub ^b | .69 | 3.32 | .21 | 3.25 | .21 | .824 |
| Transactional Leadership | | | | | | |
| Self | .56 | 2.90 | .56 | 3.00 | .49 | .445 |
| Superior | .74 | 3.30 | .46 | 3.52 | .44 | 1.48 |
| Peer/Sub ^b | .71 | 3.43 | .26 | 3.29 | .36 | 1.48 |

* p<.001

x = missing

a - Original 7 item scale reduced to 4

b - Peer and Subordinate groups were combined due to small sample size in subordinate

Table 2

Correlation, Army Variables for Pilot Groups

| Variables | 1) | 2) | 3) | 4) | 5) | 6) | 7) | 8) | 9) | 10) | 11) | 12) | 13) | 14) | 15) |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1) Openness | 1 | -0.091 | -0.176 | -0.245 | -.542* | -0.239 | -0.278 | -0.279 | 0.057 | 0.23 | -0.248 | -0.493 | 0.44 | 0.167 | -0.336 |
| 2) Self Efficacy | -0.125 | 1 | | 0.376 | 0.148 | 0.441 | 0.16 | 0.016 | -0.293 | .514* | 0.182 | -0.165 | 0.366 | -0.102 | 0.3 |
| 3) Accountability | .589* | -0.019 | 1 | .655** | .496* | .579* | 0.085 | -0.009 | -0.01 | .483* | 0.611 | -0.027 | 0.154 | 0.399 | -0.007 |
| 4) Perceived Utility | -0.072 | 0.175 | 0.155 | 1 | .703** | .713** | 0.096 | 0.206 | 0.052 | 0.382 | 0.263 | 0.12 | 0.249 | -0.18 | 0.434 |
| 5) Situational Constraints | x | x | x | x | 1 | .514* | 0.345 | 0.292 | 0.437 | 0.163 | 0.155 | 0.346 | 0.114 | 0.012 | 0.418 |
| 6) Developmental Activities | x | x | x | x | x | 1 | 0.442 | 0.068 | 0.048 | .587** | 0.246 | -0.116 | 0.369 | 0.033 | 0.052 |
| 7) Tacit Knowledge | -0.19 | 0.05 | -0.022 | .680** | x | x | 1 | 0.481 | 0.371 | 0.311 | -0.063 | 0.303 | 0.137 | -0.111 | 0.227 |
| 8) Leadership Self Concept Measure | -0.183 | -0.215 | 0.033 | -0.151 | x | x | -0.229 | 1 | 0.157 | -0.062 | 0.647 | .821* | -0.031 | 0.247 | 0.672 |
| 9) General Leadership Exam | 0.4 | -0.09 | .564* | 0.13 | x | x | 0.322 | -0.419 | 1 | -0.017 | 0.316 | -0.087 | 0.105 | 0.396 | -0.238 |
| 10) Transformational Leadership Superior | 0.15 | -0.191 | 0.389 | 0.056 | x | x | 0.096 | 0.326 | 0.222 | 1 | 0.163 | -0.085 | .701** | 0.126 | 0.17 |
| 11) Transformational Leadership Peer/Sub | -0.383 | 0.046 | -0.045 | -0.216 | x | x | 0.269 | -0.105 | 0.012 | 0.02 | 1 | -0.037 | 0.308 | .746* | -0.201 |
| 12) Transactional Leadership Superior | 0.115 | -.525* | 0.027 | -0.219 | x | x | -0.053 | 0.001 | 0.066 | -0.118 | 0.046 | 1 | -0.318 | -0.358 | .827** |
| 13) Transactional Leadership Peer/Sub | 0.199 | -0.265 | 0.279 | 0.012 | x | x | 0.138 | 0.38 | 0.067 | .816* | -0.031 | -0.108 | 1 | 0.461 | 0.045 |
| 14) Transactional Leadership Superior | -0.164 | 0.037 | -0.292 | -0.195 | x | x | .487* | -0.375 | 0.188 | -0.066 | .796* | -0.01 | 0.062 | 1 | -0.513 |
| 15) Transactional Leadership Peer/Sub | -0.225 | -0.32 | -0.332 | -0.433 | x | x | -0.008 | -0.216 | -0.063 | -0.244 | 0.239 | .645* | -0.144 | 0.314 | 1 |

Note: Below diagonal, experimental group (n=20); above diagonal, control group (n=19).

* p < .05

** p < .01

*** $p < .001$
x = missing data

Preliminary Results for Cohort 1

Some preliminary results from data analysis for the experimental and control groups in Cohort 1 are present in Tables 3 and 4. Information about the pre-measures are shown. As expected, given the randomized design, the experimental and control groups in Cohort 1 are comparable on all the pre-training measures.

Table 3
Sample Means, Standard Deviations, and Sample Size for Cohort 1

| <u>Variable</u> | <u>Mean</u> | <u>Standard Deviation</u> | <u>Sample Size</u> |
|--------------------------|-------------|---------------------------|--------------------|
| Age | 36.02 | 2.50 | 122 |
| Openness | 3.19 | 0.53 | 122 |
| Self-Efficacy | 4.20 | 0.52 | 122 |
| Accountability | 3.8488 | .41947 | 122 |
| Perceived Utility | 3.7719 | .55843 | 122 |
| Situational Constraints | 3.8210 | .43928 | 122 |
| Developmental Activities | 2.8128 | .64821 | 122 |
| Tacit Knowledge | 0.67 | 0.07 | 121 |

Table 4

Sample Means, Standard Deviations, and Sample Size for Sample Population Experimental and

Control Group Cohort 1

| Variable | Mean | | Standard Deviation | | Sample Size | |
|--|--------------|---------|--------------------|---------|--------------|---------|
| | Experimental | Control | Experimental | Control | Experimental | Control |
| Age | 36.04 | 35.96 | 2.41 | 2.63 | 70 | 52 |
| Openness | 3.18 | 3.26 | .56 | .50 | 70 | 52 |
| Self-Efficacy | 4.25 | 4.13 | .52 | .52 | 70 | 52 |
| Accountability * | 3.93 | 3.74 | .40 | .42 | 70 | 52 |
| Perceived Utility | 3.74 | 3.83 | .59 | .50 | 70 | 52 |
| Situational Constraints | 3.83 | 3.22 | .47 | .39 | 70 | 52 |
| Developmental Activities ^{2.84} | 2.76 | .62 | .69 | | 70 | 52 |
| Tacit Knowledge | .67 | .66 | .07 | .08 | 70 | 52 |

* $p < .05$

Lessons Learned

Conclusion

To date, the development of officer leadership project has resulted in a successful pilot study. Cohort 1 data analysis and tracking are in process. Cohort 2 training in transformational leadership is about to begin. In our next technical report, additional analyses for Cohort 1 will be presented, along with preliminary results for Cohort 2.

References

- Alliger, G. M., & Janak, E. A. (1989). Kirkpatrick's levels of training criteria: Thirty years later. *Personnel Psychology*, 42, 331-341.
- Atik, Y. (1994). The conductor and the orchestra: Interactive aspects of the learning process. *Leadership and Organizational Development Journal*, 15, 22-28.
- Atwater, L. E., Lau, A. W., Bass, B. M., Avolio, B. J., Camobreco, J., & Whitmore, N. (1994). *The content, construct and criterion-related validity of leader behavior measures* (ARI Research Note 95-01). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Atwater, L. E., Ostroff, C., Yammarino, F. J., & Fleenor, J. W. (1998). Self-other agreement: Does it really matter? *Personnel Psychology*, 51, 577-598.
- Avolio, B. J. (1994). The "natural": Some antecedents to transformational leadership. *International Journal of Public Administration*, 17, 1559-1581.
- Avolio, B.J. (1999). *Full leadership development: Building the vital forces in organizations*. CA: SAGE.
- Avolio, B. J., & Bass, B. M. (1988). Transformational leadership, charisma and beyond. In J. G. Hunt, H.R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), *Emerging leadership vistas*. Lexington, MA.: Heath.
- Avolio, B. J. & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *Leadership Quarterly*, 6, 199-218.
- Avolio, B. J., Bass, B. M., Atwater, L. E., Lau, A. W., Dionne, S., Camobreco, J., & Whitmore, N. (1994). *Antecedent predictors of the "full range" of leadership and management styles* (Contract MDA-903-91-0131). Binghamton, NY: Center for Leadership Studies, Binghamton University.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). A validation study of the Multifactor Leadership Questionnaire (Form 5x). *Journal of Occupational and Organization Psychology*.
- Avolio, B. J., & Gibbons, T. C. (1988). Developing transformational leaders: A life span approach. In J. A. Conger & R. N. Kanungo (Eds.), *Charismatic leadership: The elusive factor in organizational effectiveness*. San Francisco: Jossey-Bass.
- Avolio, B. J., Martiz, D., & O'Connell, M. (1999). *Assessment of transformational leadership*. Paper, presented at the National Meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

- Barling, J., Weber, T., & Kelloway, K. E. (1996). Effects of transformational leadership training on attitudinal and financial outcomes. *Journal of Applied Psychology*, 81, 827-832.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M. (1998). *Transformational leadership: Industry, military and educational impact*. NJ: Lawrence Erlbaum Associates, Publishers.
- Bass, B. M., & Avolio, B. J. (1998). *Platoon readiness as a function of transformational/transactional leadership, squad mores and platoon cultures*. First Interim Report (Contract DASW01-96K-008), U. S. Army Research Institute for the Behavioral and Social Sciences.
- Berson, Y., Avolio, B. J., Shamir, B., & Popper, M. (1997). *The relationship between leadership style and vision content*. Paper presented at the National Meeting of the Society for Industrial and Organizational Psychology, St. Louis.
- Betlin, P. J., & Kennedy, J. K. (1990). Leadership experience and leader performance: Some empirical support at last. *Leadership Quarterly*, 1, 219-228.
- Bryant, C. D. (1994). *Strategies for augmentation initiatives for leadership self-development program* (ARI Research Note 94-29). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences (AD A285 307).
- Bryman, A. (1992). *Charisma and leadership in organizations*. London: Sage.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Campbell, D., & Stanley, J. (1966). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Conger, J. A. (1992). *Learning to lead: The art of transforming managers into leaders*. San Francisco, California: Jossey-Bass.
- Crookall, P. (1989). *Leadership in prison industry*. Doctoral dissertation, The University of Western Ontario, Ontario, Canada.
- Dansereau, F., & Yammarino, F. J. (1998a). The multiple-level approaches to leadership: Introduction and overview. In F. Dansereau & F. J. Yammarino (Eds.), *Leadership: The multiple-level approaches (Part A)* (pp. xxv-xliii) and *(Part B)* (pp. xxv-xliii). Stamford, CT: JAI Press.
- Dansereau, F., & Yammarino, F. J. (1998b). A multiple-level leadership mosaic: One-Way to put the pieces together. In F. Dansereau & F. J. Yammarino (Eds.), *Leadership: The multiple-level approaches (Part B)* (pp. 327-349). Stamford, CT: JAI Press.

- Dansereau, F., Yammarino, F.J., & Kohles, J. (1999). Multiple levels of analysis from a longitudinal perspective: Some implications for theory building, *Academy of Management Review*, 24, 346-357.
- Dvir, T. (1998). *Impact of transformational leadership training on follower development and performance: A field experiment*. Unpublished Doctoral Dissertation, Tel Aviv University, Israel.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (1998). *Impact of transformational leadership training on followers development and performance: A field experiment*. Paper, presented at the National Meetings of the Society for Industrial Organizational Psychology, Atlanta, GA.
- Fiedler, F. E. (1996). Research on leadership selection and training: One view of the future. *Administrative Science Quarterly*, 41, 241-250.
- Gaspar, S. (1992). *Transformational leadership: An integrative review of the literature*. Doctoral dissertation, Western Michigan University, Kalamazoo, MI.
- Harman, J., Tremble, T. R., Jr., & Goodwin, G. F. (1993). *Junior leader development in army units* (ARI Study Report No. 93-01). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences (AD A265 024).
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23, 409-473.
- Howell, J. M., & Frost, P. J. (1989). A laboratory study of charismatic leadership. *Organizational Behavior and Human Decision Processes*, 43, 243-269.
- Hunt, J. G. (1991). *Leadership: A new synthesis*. Newbury Park, California: Sage.
- Jaques, E. (1986). The development of intellectual capability: A discussion of stratified systems theory. *Journal of Applied Behavioral Science*, 22, 361-384.
- Jung, D. I., & Avolio, B. J. (1999). Effects of leadership style and followers' cultural values on performance in-group and individual task conditions. *Academy of Management Journal*, 42, 208-218.
- Kelley, R. E. (1992). *The power of followership*. New York: Currency and Doubleday.
- Kirkpatrick, D. L. (1976). Evaluation of training. In R. L. Craig & L. R. Bittel (Eds.), *Development handbook*. New York: McGraw-Hill.
- Kirkpatrick, S. A., & Locke, E. A. (1996). Direct and indirect effects of three core co-leadership components on performance and attitudes. *Journal of Applied Psychology*, 81, 36-51.

- Klein, K. J., & House, R. J. (1995). On fire: Charismatic leadership and levels of analysis. *Leadership Quarterly*, 6, 183-198.
- Lewis, P. M., & Jacobs, T. O. (1992). Individual differences in strategic leadership capacity: A constructive development view. In R. L. Phillips & J. G. Hunt (Eds.), *Strategic leadership: A multi-organizational perspective* (pp. 121-137). Westport, CT: Quorum Books.
- Lowe, K. B., Kroeck, K. G., Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *Leadership Quarterly*, 7, 385-425.
- Mael, F. A., & Alderks, C. E. (1993). Leadership team cohesion and subordinate work unit morale and performance. *Military Psychology*, 5, 141-158.
- Ozkaptan, H. (1994). Determinants of courage. In Holz, R. F., Hiller, J. H., & McFann, H. H. (Eds.), *Determinants of effective unit performance* (pp. 233-254). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Salter, D. J. (1989). *Leadership styles in United States Marine Corps transport helicopter squadrons*. Masters thesis, Naval Postgraduate School, Monterey, CA.
- Savell, J. M., Tremble, T. R., Jr., & Teague, R. C. (1993). *Some lessons learned about leadership in operation desert storm shield* (ARI Study Report No. 93-05). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences (AD A268 947).
- Shamir, B. (1991). The charismatic relationship: Alternative explanations and predictions. *Leadership Quarterly*, 2, 81-104.
- Shamir, B., Zakai, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leadership in military units: Individual attitudes, unit characteristics and performance evaluations. *Academy of Management Journal*, 41, 387-409.
- Sims, R. R. (1993). Evaluating public sector training programs. *Public Personnel Management*, 22, 591-615.
- Sosik, J. J., Avolio, B. J., & Kahai, S. S. (1997). Effects of leadership style and anonymity on group potency and effectiveness in group decision support system environment. *Journal of Applied Psychology*, 82, 89-103.
- Stewart, S. R. (1992). *Leader development training needs assessment of U. S. Army battalion commanders* (ARI Technical Report 969). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences (AD A259 204).

- Streufert, S., Nogami, G., Swezey, R. W., Pogash, R. M., & Piasecki (1988). Computer assisted training on complex managerial performance. Special issue: Dialogue on the relationship of learning theory to instructional theory. *Computers in Human Behavior*, 4, 77-88.
- Tannenbaum, S. I., & Yukl, G. A. (1992). Training and development in work organizations. *Annual Review of Psychology*, 43, 399-441.
- Twohig, P. T., Rachford, D. L., Savell, J. M., & Rigby, C. K. (1987). *Implementation of a cognitive skills training program in ROTC: The leadership enrichment program* (ARI Research Report No. 1436). Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Yammarino, F. J., & Bass, B. M. (1990). Long-term forecasting of transformational leadership and its effects among naval officers: Some preliminary findings. In K. E. Clark and M. B. Clark (Eds.), *Measures of leadership*. West Orange, NJ: Leadership Library of America.
- Yukl, G. A. (1994). *Leadership in organizations* (3rd Edition). Englewood Cliffs, NJ: Prentice-Hall.
- Zaccaro, S. J. (1996). *Models and theories of executive leadership*. Washington, DC: U. S. Army Research Institute for the Behavioral and Social Sciences.
- Zakay, E. (1995, May). *The school for leadership development*. Introductory Notes. Israeli Defence Forces.

APPENDIX A

A717 (2002 v5) Course Design: Lesson titles, outlines, and time allocations. As of December 2, 2001

| A717 (2002 v5) Course Design: Lesson titles, outlines, and time allocations. As of December 2, 2001 | | | | | | | | | | |
|---|---|------|---|--|--|--|--|--|--------|---|
| Student | Re. codes on right: A=Advance Prep; C=Classroom learning; T=Trailing study & application. Numbers are week days; class meets on day "2" | | | | | | | | | |
| | | | | | | | | | | |
| M1- Introductions: Idealized Models of Leadership and Followership. Read Advance Sheets for course A717 & lesson A717-1; understand course concepts, goals, TLO's; and ELDP experimental objectives. Read Avolio pp 1-32 (Building a Learning Relationship; Compact of Understanding; Leadership Processes); pp. 63-75 (Leaders: born or made?) Prepare a 2 min self intro. & your remembrance of the most outstanding characteristics of the best leader and best follower you ever encountered. Introductions: Course, Instructor, Coach, and Students. Discussion: Ideal Leader and Follower Attributes Discussion: a Class Compact of Understanding The Road Ahead: Course Overview and Requirements Observe <i>in vivo</i> behaviors of self & others; journalize your observations, maintain required statistics, & be prepared to discuss in class. Contact nine respondents by e-mail who can give you feedback, and initiate your MLQ via e-mail and Web with Wendy Clark. List some leaders you'd like to study and why. Complete Student Feedback Report on Lesson #1 and hold. | Total Hours | 1 | A | | | | | | Week 1 | |
| | | 1 | A | | | | | | | 1 |
| | | 1 | A | | | | | | | 2 |
| | | 1 | A | | | | | | | 3 |
| | | 1 | C | | | | | | | 4 |
| | | 1 | C | | | | | | | 5 |
| | | 0.5 | C | | | | | | | |
| | | 0.5 | C | | | | | | | |
| | | 1 | | | | | | | | T |
| | | 1 | | | | | | | | T |
| | | 0.5 | | | | | | | | T |
| | 0.5 | | | | | | | | T | |
| | 9 | | | | | | | | T | |
| Module sub-total hrs. | | | | | | | | | | |
| M2- The Full Range of Leadership (FRL) Model. Read A717-2 Advance sheet; learn the eight factors of the FRL model Read: Bass, pp. 1-17 (Introduction to the components of the FRL model) Avolio, pp. 33-62 (A full range view of leader development & potential) Prep to discuss: your journalized observations of <i>in vivo</i> behaviors; and leaders who's biography you would like to study and discuss. FRL seminar: LF thru 4I's; emphasis on behavioral choices and motivation to develop self and others. STAARR format and techniques for observing and assessing leader behaviors. Classify behaviors from case studies (LF, MBE-P, MBE-A, & CR). Peer-Learning Group (P-L Grp) compare findings from <i>in vivo</i> behavioral observations. Discuss possible bio subjects. Road Ahead: Observation & situational awareness; journaling; use of C&C thinking for reflection & reframing; using A717 Blackboard. Complete MLQ on the Web Observe <i>in vivo</i> LF, MBE, and CR behaviors of self & others, journalize STAARR reports on each style observed, and prepare to discuss. Visit the library, skim biographies of leaders you might like to study. Bring some books on your top two or three choices to class. Grps #1 & #2 prepare 3-minute video cases on IC and IS styles, respectively. Grps #3 & #4 Practice Using Blackboard (per A717-3 Adv Sheet). Complete Student feedback report for Lesson #2, and hold | Total Hours | 1 | A | | | | | | Week 2 | |
| | | 1 | A | | | | | | | 1 |
| | | 1 | A | | | | | | | 2 |
| | | 1 | A | | | | | | | 3 |
| | | 1 | C | | | | | | | 4 |
| | | 0.5 | C | | | | | | | 5 |
| | | 1 | C | | | | | | | |
| | | 0.25 | C | | | | | | | |
| | | 0.25 | C | | | | | | | |
| | | 1 | | | | | | | | T |
| | | 0.5 | | | | | | | | T |
| | 0.5 | | | | | | | | T | |
| | 1 | | | | | | | | T | |
| | 0 | | | | | | | | T | |
| | 9 | | | | | | | | T | |
| Module sub-total hrs. | | | | | | | | | | |
| M3 Practice w/FRL: Developing Self & Others; Videos of IC and IS Behaviors Read Advance Sheets A717-3; Review "Overview of Delegation Exercise." Read Bass, pp 18-27 (Commitment; Involvement; Loyalty; & Performance) and pp 92-116 (development and Training in Leadership) | Total Hours | 1 | A | | | | | | Week 3 | |
| | | 0.75 | A | | | | | | 1 | |
| | | 0.75 | A | | | | | | 2 | |
| | | | | | | | | | 3 | |
| | | | | | | | | | 4 | |
| | | | | | | | | | 5 | |

| | | |
|--|--|---|
| Read: Avolio, pp 143-183 ("Four Principles... to the top"; "It's not Leadership if Effects Performance Directly") Scan: FM 22-100 Appendix C (Development Counseling) Prepare to discuss in vivo observations and STAARR reports on LF, MBA and CR styles in class. List your top three choices for bio report. Check-in: P-L Grp discuss <i>in vivo</i> STAARR reports on LF, MBA and CR Styles. Select a focal leader for bio report. Group #1 Presents 3 min video cases on IC styles followed by analysis using STAARR report format. Group #2 Present 3 min video cases on IS styles followed by analysis using STAARR report format. Knowledge and comprehension level discussion of Development by Delegation using IS and IC behaviors. The road ahead: How to use Blackboard w/P-L Grp. team rooms. IPR #1- bring and submit Student Feedback Reports on Lsn 1 & 2. Begin reading on selected biographical reports. Post STAARR report on focal leader via Blackboard in peer-learning group team room. Observe in vivo IC and IS behaviors; Journalize STAARR reports. Grp#3 & 4: Prepare 3-minute video cases on IM and II styles respectively. Grps 1 & 2 practice using Blackboard (per A717-3 Adv Sheet). Be prepared to complete a CLS on-line assessment of Emotional Intelligence, when available. Complete and submit Student Feedback Report on lesson #3. | 1 0.25 0.5 0.5 0.5 1 0.5 1 0.5 1 0.5 | A A C C C C C T T T T T T T T T |
| Module sub-total hrs. | 9 | |
| M4 Practice with FRL model: Being Challenged by Ideas; Videos of IM and II Behaviors. Read Advance Sheet A717-4: Handout on IS strategies; the IS leader; how IS is accomplished; IS in team decision making; Study 3 cases. Complete survey on Stumbling blocks to Intellectual Stimulation (Adv Sheet A717-4) Read Avolio. Pp 104-122 ("... What is Shared Leadership?") & Bass, pp 138-150 (Empowerment vs. LF Leadership) Prepare to discuss your journalized observation of IC and IS behaviors, both in vivo and based on focal leader in bio project research. Check-in: P-L Grp. discuss in vivo STAARR reports on IC and IS Styles. P-L Grp. CE: Solve 1 of 3 case studies by application of IS. GNI strategies for using IC and IS with subordinates, peers, and superiors. Group #3 & #4 Each presents one 3-min video cases on IM and II styles followed by analysis using "Optional STAARR form A." The Road Ahead: GNI. Use of Intellectual Stimulation in Preparing for MLQ feedback. Observe in vivo II and IM behaviors and Journalize STAARR reports; Continue reading selected biography; prepare STAARR reports on focal leader & post via Blackboard to your P-L Grp team room. Complete and submit Student Feedback Report on lesson #4. | 0.75 0.75 1 0.5 0.25 1.25 0.5 0.75 0.25 1 1.5 0.5 | Week 4 1 2 3 4 5 A A A A C C C C C T T T T T T T |
| Module sub-total hrs | 9 | |
| M5- Practicing with the FRL Model: Receiving Feedback, Creating a Development Plan, and Building Relationships. Read Advance Sheet for A717-5: Compact of Understanding, Prepare to receive feedback, Read: Bass pp. 92-116 (Development and Training in Transformational Leadership.) & Avolio, pp. 76 - 102 (Viewing Leadership at its Many Levels) Prep to discuss STAAR reports on IM & II styles in class Check-in: P-L Grp. discuss in vivo STAARR reports on IM and II Styles. MLQ feedback reports: Instructor Prepares Students; Students Individually Review and Reflect on their MLQ reports. Individual Leadership Development Planning: Instructor intro to ILDP process & Leaders Notebook; Students Select Initial ILDP Goals. P-LG: Building Trnsfrmtl Relationships; Exchngng ILDP feedback; roles of Focal Lnr, Lrning Partner, & Coach; Draft Tm Compact. Road Ahead: GNI: Need for skill in giving and receiving feedback. Sched 1 on 1 mting w/ coach; IPR #2: feedback reports on Lsn 3-4. | 1 1 1 0.25 0.75 0.75 1 0.25 | Week 5 1 2 3 4 5 A A A C C C C C |
| Module sub-total hrs | 9 | |

| | | |
|---|---|--|
| Journal your reactions to the MLQ report Write first draft ILDP Receive MLQ feedback and coaching on draft ILDP Continue reading selected biography; prepare STAARR reports on focal leader & post via Blackboard to your P-L Grp team room. Complete and submit Student Feedback Report on lesson #5. | 0.5 1 1 0.4 0.1 | T T T T T |
| Module sub-total hrs | 9 | |
| M6 Practice w/FRL: Transforming Organizational Culture and Climate. Read Advance Sheet A717-7 & Advanced Training Manual, pp 53-77 (Leading Cultural Change) Read Avolio. pp. 123-142 (Building a Context to Embed Transformational Leadership); Bass pp 62 - 91 (Organizational Culture and Policy Implications) Review FM22-100 Chap 3 "Human Dimensions" and Appendix D "A leaders plan of action and ECAS Complete and score ECAS, and ODQ on past unit Continue to journalize STAARR on focal leader for bio project; Post and respond to STAAR rpts in Team Rooms using Blackboard. Review Leader, Coach, and Observer method to help interpret MLQ reports or shape / refine ILDPs. Bring MLQ feedback report and 1st Draft of ILDP to class; be prepared to focus on improving IC and IS scores / comments. Check-in: P-L Grp draft Team Compact and ILDPs--focus on improvements in IC and IS behaviors using Learner Partner & Coach Method. P-L Grp: Measuring org climate & culture using ECAS and ODQ. Seminar Discussion on use of an inspiring vision and FRL behaviors to change Organization Culture and Climate. Coach leads discussion on advanced Blackboard tools. The Road Ahead. Schedule (1 hr per P-LG) for vision statements at Video Lab. Journal: Idealized attributes of the org culture and climate you envision. Update ILDP to include IC & IS elements. Post Bio STAARR rpts on Blackboard; bring drafting final Bio report & post via Blackboard to P-L Grp Team Rooms. Complete and submit Student Feedback Report on lesson #6. | 0.5 0.75 0.5 0.5 0.5 0.25 0 1 0.5 1 0.5 1 0.5 0.5 1 | Week 6 1 2 3 4 5 A A A A A A A C C C C T T T T T T T T T T T T |
| Module sub-total hrs | 9 | |
| M7 Practice w/FRL: Being more Inspirational Read: A717-7 Advance Sheet: Developing an Inspiring Future; Tips on Creating and Inspiring Message; Notes on the Language of Leadership" Read: Bass, pp 28-47 (Stress and FRL) Journal: What inspires you & others? Why? How? Journal: Personal goals. Write and rehearse your vision statement for an idealized organizational culture and climate. Bring MLQ, Leader's Notebook and ILDP to class; be prepared to explain IM and II behaviors you would like to emulate and your strategy for developing IM and II GEN Shinsecki /vision statement for Army Transformation CE P-L Grp: Rehearse your 3-5 min vision statement and receive feedback from peers. Check-in: P-L Grp review draft Compact & ILDPs--focus on improvements in IM & II behaviors using Learner, Partner & Coach Method. IPR #3: Feedback Reports Lsn 5-6. The Road Ahead: finalize PLG schedules at Video Lab. Journal: Idealized attributes in self and others; update ILDP on II and IM. Finalize your 3-5 min vision statement of idealize climate and culture of leadership. | 0.75 0.25 0.5 1 0.5 1 0.75 1 0.25 0.5 0.5 | Week 7 1 2 3 4 5 A A A A A C C C C T T T T T T T T T |

| | | |
|--|--|--|
| Video-tape 3 -5 min personal statement of the idealized organizational climate and culture you envision. Continue reading biography; post STAAR rep. on Blackboard to P-L Grp. via web. Complete and submit Student Feedback Report on lesson #7 | 1 0.5 0.5 | T T T |
| Module sub-total hrs. | 9 | |
| M8 Living up to Ideals | | |
| Read Advance Sheet Read: Overview and Exercise on Perspective taking; Complete: Test of Moral Issues (TMI) questionnaires/cases & Score Read: Avolio, pp 202-212 (The End/The Beginning) and Bass, pp 162-175 (Conclusions) Journal: How would you have handled the TMI case? Journal: Moral development points in focal leader bio, and post on Blackboard to P-L Grp. Journal: Your most difficult moral dilemma. Bring MLQ, Leader's Notebook and draft ILDP to class; be prepared to explain your strategy for reducing LF, and improving MBE and CR behaviors. Check-in: P-L Grp. Finalize Compact & Discuss ILDP--focus on LF, MBE and CR behaviors using Learner, Partner & Coach Method. Discuss moral dilemmas from TMI cases; Surface and assess conflicting conclusions Complete final course exam. P-L Grp: Discuss future plans for distance learning, ILDP reviews, & finalize compact of understanding. P-L Grp: Discuss and plan final Bio Report & summary and briefing (approx. 20 STAARR reports per Focal Leader). Update ILDP on LF, MBA, and CR styles; review II and IM behaviors based on TMI discussion & finalize your ILDP Finalize ILDP; post on Blackboard to team space; and be prepared to turn-in hard copy. Complete CLS Survey on Developmental Readiness; and Submit Student Feedback Report on lesson #8 | 1 0.75 0.5 0.25 0.25 0.25 1 1 0.25 0.5 0.25 1 1 1 | Week 8 1 2 3 4 5 A A A C C C C C T T T T T T T T T |
| Module sub-total hrs. | 9 | |
| M9 Overcoming Obstacles to Leadership Development: Biographical Presentations. | | |
| Prepare 2-4 page STAARR report from biographical readings on focal leader behavior in a moral or ethical dilemma. Rehearse final oral briefing on bio project. Journalize: Overcoming blockages/ obstacles to Full Leader Development; tie-in with ELDP plans for continued leader development by web-based distance learning. Prepare and submit final ILDP. Prepare and submit final Peer-learning team compact of understanding and future meeting schedule. Prepare comments for final Course AAR. Submit Student Feedback Report on lesson 9. The Road Ahead: Plans for booster tng, MLQs #2,3,&4, e-coaching & ILDP updates. Turn-in Team Compacts, ILDP, and Bio Reports. Oral Bio Report, P-L Grp #1: Exemplary STAARR reports and conclusions on Focal Leader. (15 min team briefing plus 10 min Q&A) Oral Bio Report, P-L Grp #2: Exemplary STAARR reports and conclusions on Focal Leader. (15 min team briefing plus 10 min Q&A) Oral Bio Report, P-L Grp #3: Exemplary STAARR reports and conclusions on Focal Leader. (15 min team briefing plus 10 min Q&A) Oral Bio Report, P-L Grp #4: Exemplary STAARR reports and conclusions on Focal Leader. (15 min team briefing plus 10 min Q&A) IPR #4: Feedback on Lsn 7-8/Course AAR. Closing ceremony: Issue letters from BG Huntton to ELDP participants. Journal: Personal commitment to follow-up | 3 1 1 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 | Week 9 1 2 3 4 5 A A A C C C C C C C T T T |
| Module sub-total hrs. | 9 | |
| Total Classroom (C) hrs. | 27 | |
| Total Advance (A) preparation hours, and Trailing (T) application and practice hrs. | 54 | |

| Follow-up Booster / Distance Learning | | Total course hrs. | 81 |
|--|--|--|--|
| Jun--Theme 1 <u>Re-establishing connections with peer group and coach.</u> Sep--Theme 2 <u>Applying the FRL model to new context/STAARR report. MLQ # 2</u> Oct--Theme 3 <u>Setting up for new feedback/discussing field observations</u> Nov--Theme 4 <u>Applying principals of peer coaching (IC)</u> Dec--Theme 5 <u>Taking on a work-related issue/problem/challenge (IS)</u> Jan--Theme 6 <u>Creating an engaged and cohesive unit (IM). MLQ # 3</u> Feb--Theme 7 <u>Being a role model for change (II)</u> Mar--Theme 8 <u>Leading under duress/Values & identification (III/IM)</u> Apr--Theme 9 <u>Leading others at a distance via technology</u> May--Theme 10 <u>Leading to one's leadership legacy. MLQ # 3</u> | | 1 3 1 1 1 3 1 1 1 3 | A C T A C T A C T A C T A C T A C T A C T A C T A C T A C T |
| Total hours for distance learning | | 16 | |
| MLQ #2 (First MLQ on the Job) MLQ Feedback #2 LDP Update #2 Journalize observation / STAAR reports Leadership Inventory #2 | | Sep Sep Sep Oct Nov | A C C C C |
| MLQ #3 (Second MLQ on the Job) MLQ Feedback #3 LDP Update #3 Journalize observation / STAAR reports Leadership Inventory #3 | | Jan Jan Jan Feb Mar | A C C C C |
| MLQ #4 (Third MLQ on the Job) MLQ Feedback #4 LDP Update #4 Journalize observations / STAARR Reports. Leadership Inventory #4 | | May May May Jun June | A C C C C |

APPENDIX A – cont.

US ARMY COMMAND AND GENERAL STAFF COLLEGE

A-717 (2002 v3)

PREPARED BY: Dr. Bruce Avolio & Dr. Fran Yammarino

22 Oct 01

INSTRUCTION BY: Leadership Instruction Division (LID) CAL

SPONSORED BY: Army Research Institute (ARI) and the Center for Leadership Studies, State University of New York at Binghamton (SUNY-Binghamton)

TRANSFORMATIONAL LEADERSHIP

Advance Sheet

"If you want to make an order of magnitude increase in combat capability, you've got to go to Leader Development."

GEN Dennis Reimer, former CSA

"The development of bold, innovative leaders of character and competence is fundamental to the long-term health of the Army"

GEN E. Shinseki, CSA Vision Statement, 23 June 1999

SCOPE

Students will develop an appreciation of Transformational Leadership and the concepts and skills for application at the organizational level. The course challenges leaders to think critically and creatively as they explore Idealized Leadership, the Full Range of Leadership (FRL) Model, and Transformational Leadership behaviors. Students will gain an appreciation for the leadership implications of Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence.

RESEARCH COMPONENT

Students will receive leadership feedback and coaching support by distance learning technology during the year following graduation. This continuing support for leader self-development is provided as an extension of the resident training course. Both the resident and distance learning phases are integral parts of an Experimental Leadership Development Course (ELDC). The ELDC is being evaluated as part of leadership research program, sponsored by the Army Research Institute for the Behavioral and Social Sciences (ARI) and CGSC. The research is being conducted by the Center for Leadership Studies (CLS), Binghamton University, and State University of New York under contract to ARI. Students randomly selected by CGSC for course participation must also volunteer as an ELDC participant, per disclosure statement prepared by ARI. Students not wishing to serve as volunteer participant in both the resident phase and the distance-learning phase of the ELDC will be released from A717 at the outset, without any penalties whatsoever.

GOAL

Officers who are better prepared to lead and fight units at higher levels by being more aware of their individual leadership behaviors, and who have the knowledge, skills, and ability to achieve long-term and continuous leader and organizational development.

COURSE DESCRIPTION

This course is designed for students to better understand and improve their current leadership style across a full range of leadership behaviors, with emphasis on developing transformational leadership skills. Students will complete a short battery of pre-assessment measures to include a Multi-factor Leadership Questionnaire (MLQ) of leadership styles; and other instruments on values, and opinions on leadership. Participants will learn the details of a valid descriptive model for classifying, discussing, and understanding the full range of leadership behaviors, and will develop this understanding through outside readings, in-class explanations, short video clips, reports on the leadership behaviors of noted leaders based on biographical readings, and small group discussions of selected case studies. Each participant receives a developmental feedback report based on pre-assessment data. With faculty and peer support, individuals prepare their own leadership development plan and self-development strategy to be implemented over the next year. Peer learning groups are formed and plans for mutual support are discussed; leadership development plans are reviewed in peer groups and presented for feedback to peers, instructors and coaches; plans are modified appropriately using web-based tools. Peer groups work through several simulations to address common issues and possible solutions to anticipated problems, e.g.: how to develop the full potential of your subordinates; how to develop your staff section or project team into a cohesive high performing leadership unit. Participants complete selected exercises on developing a high commitment culture; they prepare a strategic vision statement which is critiqued in the workshop and videotaped. Technology and procedures for web-based distance learning are established and used in residence, for virtual meetings among participants, instructors and peer groups after graduation. The Web-enabled MLQ facilitates obtaining a time-series of confidential multi-rater feedback reports from subordinates, peers, and superiors, both in residence and in their next unit of assignment. The system will allow members to revisit and expand leadership plans during implementation. The learning website will provide each leader with resources to continue their leadership development, including recent articles, timely cases, survey tools, and best practices of other officers.

COURSE OUTLINE

LESSON

RESIDENT PHASE

DURATION

| | | |
|---|--|----|
| 1 | Course Overview and Idealized Models of Leadership and Followership | 3 |
| 2 | Full Range of Leadership (FRL) Model | 3 |
| 3 | Practicing w/ FRL Model: Developing Self and Others | 3 |
| 4 | Practicing w/ FRL Model: Being Challenged by Ideas | 3 |
| 5 | Multi-Factor Leadership Questionnaire (MLQ) Feedback and Planning | 3 |
| 6 | Practicing w/ FRL Model: Transforming Organizational Culture and Climate | 3 |
| 7 | Practicing w/ FRL Model: Being More Inspirational | 3 |
| 8 | Practicing w/ FRL Model: Living up to Ideals | 3 |
| 9 | Overcoming Obstacles to Leader Development in Self and Others | 3 |
| | Total Resident phase | 27 |

LESSON

DISTANCE LEARNING PHASE

DURATION

| | | |
|---|---|---|
| 1 | Jun 02 – Re-establishing connections with peer group and coach. | 1 |
| 2 | Sep 02 – MLQ #2 plus Applying the FRL model to a new context | 3 |
| 3 | Oct 02 – Setting up for new feedback discussions and field observations | 1 |

| | | |
|----|---|----|
| 4 | Nov 02 – Applying the principles of peer coaching (IC) | 1 |
| 5 | Dec 02 – Taking on a work-related issues or challenge (IS) | 1 |
| 6 | Jan 03 – MLQ#3 plus Creating and engaged, cohesive unit. (IM) | 3 |
| 7 | Feb 03 – Being a role model for change (II) | 1 |
| 8 | Mar 03 – Leading under duress/Values and Identification (II) | 1 |
| 9 | Apr 03 – Leading others at a distance via technology | 1 |
| 10 | May 03 – MLQ#3 plus Leading to ones leadership legacy | 3 |
| | Total Distance Learning phase | 16 |

A717 COURSE OBJECTIVES

Interpret and apply the Full Range of Leadership (FRL) model to achieve full leadership potential in self and others, while developing an organizational climate and culture supportive of mission accomplishment.

TERMINAL LEARNING OBJECTIVE

TASK: Interpret and apply the Full Range of Leadership (FRL) model to achieve full leadership potential in self and others while developing an organizational climate and culture supportive of mission accomplishment.

CONDITIONS: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

STANDARDS: The student's interpretation, application, and adoption of the Full Range of Leadership (FRL) Model, while developing an organizational climate and culture supportive of mission accomplishment will include:

1. Development of an Individual Leadership Development Plan (ILDLP)
2. Formulation of a perspective on idealized leadership.
3. Analysis of the four factors of transformational leadership
4. Analysis of the factors of transactional and laissez-faire leadership
5. Relating the concept of balanced leadership to the FRL Model
6. Categorization of leadership behaviors
7. Predict obstacles to leader and organizational development and find solutions.
8. Application of peer learning techniques and behaviors.

Cognitive Level: Evaluation

Affective Level: Characterizing by a value or value complex.

ELO 01

Task: Produce Individual Leader Development Plan (ILDLP) and use MLQ feedback reports to measure achievement.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100,

and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: ILDP will include personal objectives for each transformational and contingent reward leadership factor based on receipt of and assessment of 360 degree MLQ ratings report and peer feedback; an implementation timeline and goals; a plan for periodic review, assessment and revision; required support mechanisms; and identification of possible obstacles to implementation of ILDP, and their remedies.

Cognitive Level: Synthesis

Evaluation: ILDP; MLQ reports

ELO 02

Task: Formulate a perspective on idealized leadership based on the FRL Model

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: The Student's perspective will include, at a minimum: analysis of the FRL factors; illustrations of the relationship of each factor to the concept of balanced leadership; discrimination of behaviors associated with each factor of the FRL; and relevant applications of the FRL model to self, subordinate, and organizational development.

Cognitive Level: Synthesis.

Evaluation: Leader's vision statement of idealized climate and culture.

ELO 03

Task: Analyze the factors of transformational leadership.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: The Students Analysis will include, at a minimum: observing leadership in class and in daily life (in vivo) and classifying behaviors in accordance with the FRL model; distinguishing the relationship between each of the transformational leadership factors; discrimination of behaviors associated with each transformational leadership factor; the relationship of each factor to subordinate leadership development; recognition of methods that support demonstration of the each transformational leadership factor.

Cognitive Level: Analysis.

Evaluation: Historic leader STAARR reports and summary briefing; Case Studies; Class discussions of in vivo STAARR reports on self and others.

ELO 04

Task: Analyze the factors of transactional and laissez-faire leadership.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: The Students Analysis will include, at a minimum: distinguishing the relationship between each of the transactional leadership factors; discrimination of behaviors associated with each transactional leadership factor; the relationship of each factor to subordinate leadership development; recognition of methods that support demonstration of each transactional leadership factor.

Cognitive Level: Analysis.

Evaluation: Historic leader STAARR reports and summary briefing; Case Studies; Class discussions of in vivo STAARR reports on self and others.

ELO 05

Task: Relate the concept of balanced leadership to the FRL model.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: Employ the standards of critical reasoning and creative thinking to address how and why the FRL model supports the development and maintenance of well-balanced, adaptive leaders.

Cognitive Level: Analysis.

Evaluation: Case studies; ILDP; Class Participation.

ELO 06

Task: Classify leadership behaviors.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: correctly ascribes observed leadership behaviors to applicable FRL leadership factors(s) based on the situation, the task, the action taken by the focal leader, an analysis of the leaders behavior in terms of the FRL model, and changes in the resulting relationship

Cognitive Level: Analysis.

Evaluation: STAARR reports prepared on focal leaders in case studies and on biographical research project.

ELO 07

Task: Predict obstacles to leader and organizational development and find solutions.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: Predictions will be based on observing leadership behaviors in daily life (in vivo) and journalizing observations and opportunities using STAARR Reports, reframing techniques and the applications of critical and creative thinking skills. List of obstacles to leader development in self and others that could be present include: lack of awareness; lack of knowledge; lack of commitment; dysfunctional culture or climate issues; a superior's leadership style; unusual mission requirements; lack of resources. Solutions might include vision clarification, mission restatement, task reorganization, role clarification, restatement of expectations, development by intellectual stimulation, setting the behavioral example, development by delegation, giving and receiving feedback, addressing specific climate or culture issues directly or indirectly, modeling specific changes, changing behaviors of self and others through identification and individualized consideration; using inspirational motivation and idealized influence to clarify or demonstrate the leader's vision of the desired end-state.

Cognitive Level: Comprehension.

Evaluation: ILDP; Class participation; Peer-learning Group discussions; Journal observations and Reframing.

ELO 08

Task: Apply peer-learning group techniques and behaviors.

Conditions: Acting as an organizational or direct leader, given A717 Advance Book, Multi-factor Leadership Questionnaire (MLQ) Feedback reports, the MLQ Leader's Notebook, FM 22-100, and other reference materials, case studies, and class discussions; acting alone and in a group; in-and-out-of-class; on oral and written requirements.

Standards: Participate as a team member of a peer-learning group consisting of 3-4 members who collaborate to achieve course objectives; understand that leadership development is not something one does alone. Participate in developing a team compact of understanding to identify objectives and clarify team expectations. Team members assume defined roles of Focal Learner, Partner, and Coach/Facilitator to help team members understand MLQ assessment reports; to practice giving and receiving behavioral feedback; building a leadership development plan; and preparing a vision statement. Apply learning center techniques throughout the course to understand learning exercises, discuss homework, apply FRL concepts, and to compile and synthesize STAARR reports on a biographical subject. Members transition their application the peer-learning group in residence, to a distance-learning support system and sounding board for continuing leadership development once participants assume their new leadership roles.

Cognitive Level: Comprehension.

Evaluation: ILDP; Peer-learning Group discussions; Leader's vision statement; Biographical STAARR reports and summary briefing.

ADVANCE ISSUE MATERIAL

A717 Advance Book - *Transformational Leadership*.

A717 Transformational Leadership Student Guide

A717 Transformation Leader's Notebook

Case Studies

Avolio, Bruce J: *Full Leadership Development: Building the Vital Forces in Organizations*, Sage Publications, Thousand Oaks, CA: 1999.

Bass, Bernard M. *Transformational Leadership: Industrial, Military, and Educational Impact*, Lawrence Earlbaum and Associates, Publishers, Mahwah, NJ: 1998.

FM 22-100 – *Army Leadership*, June 1999

FM 101-5 – *Staff Organization and Operations*, 31 May 1997

DA Pam 600-26 – *Department of the Army Affirmative Action Plan*

DA PAM 600-69 – *Unit Climate Profile Commander's Handbook*

EVALUATION AND ASSESSMENT PLAN

1. General. The focus of A717 is on individual and group learning using the adult learning model. In order to facilitate this process, our evaluation involves a combination of self-assessment, peer assessment, and instructor assessment. There are several advantages to such an approach. First, it parallels aspects of the Army's strategic leadership development program that you have experience in your operational assignments. As you continue to grow and develop professionally, you will be building on your own assessment of your development needs as well as receiving input from superiors, peers, and subordinates. Second, it recognizes that everyone starts at different places in the process. The emphasis is not on whether you can memorize the content or write as well as the person next to you, but on what you can do to improve your leadership abilities at the next higher level of responsibility and beyond. Third, it places greater responsibility and accountability on you for your own learning. We expect our instructors and coaches to be competent mentors and teachers, but ultimately, how much you take away from this course is up to you. We believe that we have produced a course that will provide an outstanding environment in which to learn. The course provides ample opportunities for self-development. We hope that you take advantage of the course and contribute to the learning of everyone in your group.

2. Peer evaluation of Written Graded Products. Your peers will evaluate a selection of your graded products. In turn, you will also be asked to evaluate the written work of two of your peers. In order to facilitate this process, you will be asked to turn in two copies of these selected products. Be sure that the

product lists your personal data (name, exam code, staff group, and date) either on a detachable cover sheet or on the upper right-hand corner or on the first page of the actual product. The group leader will give all papers to the instructor on the due date. The instructor will attach comments and give each student two products to evaluate. The group leader will return the products and written peer evaluations to the instructor at the beginning of the class on the following day.

3. Instructor assessment. Instructors will evaluate your ability to achieve the course learning objectives in two areas.

a. *Instructor Validation of Products:* After students complete the peer assessments, the instructor will assess the product and provide written feedback. The instructor will validate the peer assessments and assign a final evaluation (A, B, C, or U). Any product that receives a U will be returned to the student for a rewrite. Students have only two opportunities to rewrite each product. The instructor may also give feedback to the peer evaluators if they believe the feedback was not provided as an appropriate level.

b. *Instructor Assessment of Preparation and Participation:* Your participation will be assessed in three ways. First, the instructor will assess your evaluation of your peers' products. This evaluation will be based on whether or not your feedback to your peers demonstrated interaction with the lesson material, as appropriate comments, and identification of specific areas for improvement. Quality, not quantity is the measure of performance here. Second, instructors will require submission of three other assignments, selected at their discretion, at the end of the appropriate lesson. These assignments will provide additional measures of your preparation for class. The focus will be gauging your understanding of the lesson concepts and ensuring that you are adequately attaining the terminal and enabling learning objectives. Third, the instructor will evaluate your participation in the classroom discussion, both at the small group and staff group levels. The instructor, at his or her discretion, may assign you certain material to cover in class as an additional assignment. These are not formal briefings, but the instructor will weigh the quality and completeness of these assignments as well. Instructors will evaluate your participation and preparation using a plus (exceeds standards), check (meets standards), or a minus (fails to meet standards) system.

4. The focus throughout this course is on individual and group learning using peer learning modalities and a four step **Leadership Development Cycle** built upon the **Full Range Leadership model** to move each individual from: **Awareness** of their personal leadership style through self-reflection and individualized feedback; to the **Application** of their personal style to the Full Range Leadership (FRL) model; to **Adoption** of new behaviors and beliefs leading toward more effective leadership styles in accordance with the model, and ultimately to higher levels of awareness and **Achievement of full leadership potential in self and others**.

The leadership development cycle should be viewed as a continuing spiral upward as the leader becomes aware of increasing challenges and opportunities.

5. Graded Requirements. You can find the requirements for each graded product in the lesson in which it is assigned. Your instructor will reinforce those requirements in class. Instructors will evaluate the products listed below.

Graded Item

Weight

| | |
|--|-----|
| Leader's vision statement. | 20% |
| Individual Leadership Development Plan (ILDLP) | 20% |
| Analysis brief of STAARR reports on leadership style of historic focal leader. | 20% |
| Class participation in seminar and small group discussions | 40% |

6. Evaluation Criteria. The instructor will evaluate your ability to achieve the course learning objectives according to the conditions listed in the advance book. Students earn letter grades based on the following:

You will receive an "A" for attaining exceptional mastery of all standards for the course learning objectives. In addition, you must make high quality contributions through active participation and discussion, which facilitates staff group learning. You earn an "A" by producing clear, concise, and substantive products. Your written products must be understandable in a single rapid reading, and generally free of errors in grammar, mechanics, and usage.

* * * Continued per CGSC standards. No change from 2001. * * *

7. Evaluation. * * * Continued per CGSC standards. No change from 2001. * * *

8. Academic Boards. * * * Continued per CGSC standards. No change from 2001. * *

9. Grade Change. * * * Continued per CGSC standards. No change from 2001. * * *

10. Advice and counsel. * * * Continued per CGSC standards. No change from 2001. *

CLASS PROCEDURES

* * * Continued per CGSC standards. * * *

CASE STUDY METHODOLOGY

* * * Continued per CGSC standards. * * *

APPENDIX B

Course Outline for the Booster Sessions 1-10 (Lessons 10-19)

Lesson 10 Outline (July, 2002)

- Establishing the parameters on the coaching relationship
- Building the coaching process
- Setting the outcomes to be achieved

Lesson 10 Objectives

After completing this lesson, the coach and students will have a better understanding of what constitutes an effective coaching relationship, what to expect from their peer learning partners and how to go about implementing the coaching process over time.

1. Signing up for the coaching process in terms of clarifying expectations, schedule, activities, goals and evaluation.
2. Explaining the coaching process and each other's roles in that process.
3. Demonstrate how to initiate a coaching relationship.
4. Linking the coaching process to the full range model of leadership.

Scope

Students understand the purpose of the coaching process, how to work with the e-coach and the peer learning group to continue to develop their full leadership potential. Each student will formulate an agreement with his/her coach and begin to execute that agreement in the first and subsequent sessions. Students will learn how the full range model can be applied to peer leadership development and to the coaching process.

EL 01

Task: Produce an agreement on what constitutes a coaching relationship and process with the e-coach and your peer learning group interacting online.

Conditions: Acting as an organizational or direct leader using the full range of leadership.

Standards: The student's interpretation of the coaching process with the coach and peer learning group will include:

- How long will your relationship last with your coach and peer group?
- How often will you interact with each other?
- How much time must you allocate prior to virtual interactions for preparation?
- How much time will you allocate for virtual interactions?
- How available must your coach and peers be to you for support?

- How will you evaluate the success of these coaching relationships?

Advance Preparation for Lesson 11

First Requirement: Set the next time to meet virtually with coach and peer learning group.

Second Requirement: Provide to your coach and peers a summary of your current assignment including responsibilities, reporting relationships, etc.

Third Requirement: Observe your new superior using the STAARR reporting format as a guide to evaluate his or her interactions with followers.

Lesson 11 Outline (September-October, 2002)

- Set up schedule for collecting MLQ #2 survey results
- Selecting your sample of raters
- Collecting your MLQ survey

Lesson 11 Objectives

After completing this lesson, students will have a better understanding of what constitutes the process of collecting MLQ survey ratings from current superior, peers and followers.

1. Enlisting support to complete the MLQ survey
2. How best to explain the survey's purpose

Scope

Students understand how to enlist the support of raters to collect the most valid feedback.

EL 01

Task: Complete the 360 MLQ ratings process.

Conditions: Acting as an organizational or direct leader to collect feedback on one's full range of leadership styles.

Standards: The student's interpretation of the MLQ 360 survey process will include:

- Knowing how to select raters
- Knowing how to inform raters of the 360 MLQ process
- Knowing how to complete the MLQ online

Advance Preparation for Lesson 12

First Requirement. Participants write down their reflections on how the MLQ survey process worked, including any concerns or comments raised by raters.

Second Requirement: Review the MLQ report and highlight areas for development: Focus on self-other rating differences, differences among raters in terms of leadership perceptions, differences by rater source, etc. Examine how this report differed from your earlier report and note the most significant differences for discussion.

Third Requirement: Come prepared with a goal to focus on and the specific statement on the obstacles to be addressed and methods for addressing them.

Supplemental Material on Selecting Raters

- Participants must keep in mind that collecting 360 ratings in the US Army is still a novelty and may not be consistent with its culture. Discuss with your coaches how to ready the raters to provide the best possible feedback.
- Participants should explain to all raters by email and face-to-face why they are collecting the MLQ survey. Specifically, participants should emphasize that the collection of the survey data is only for developmental purposes. They should indicate the survey process is being conducted by an outside agency (Center for Leadership Studies), and no rater's data will be identified. Anonymity and confidentiality of all raters is absolutely assured.
- Participants should indicate they have completed the MLQ self prior to asking the raters to complete this survey. The purpose of them asking the raters is to be able to compare their own perceptions of their leadership to their followers, peers and superiors perceptions. Indicate that all 3 sources will complete the MLQ (Above, Peer & Below). Also indicate that the only ratings that can be identified are those of the superior.
- Pose the question to raters... What will I do with the ratings once I have received them in a feedback report? Response: I will first receive an overall report that summarizes individual ratings into groups of no less than 3 raters. The report will provide me with feedback on my leadership style covering transformational, transactional and non-transactional leadership. Working with a coach that has been assigned to me, I will discuss how to use this feedback to improve my ILDP (Describe what constitutes an ILDP).
- Participants will report back to all raters that they have received the report and are incorporating its findings into their ILDP.
- Participants should indicate to raters, that they have selected raters who have the best opportunity to observe their leadership style and behavior. The sample of raters chosen to complete the MLQ should be able to observe participants operating in leadership roles either face-to-face or at a distance through technology.

Advance Preparation for Lesson 12

- Conduct an AAR on the MLQ survey process
- Discuss updates to leadership plans based on MLQ #2 Feedback
- Identify top 2 obstacles to leadership development
- Identify top 2 enhancers to leadership development

Lesson 12 Objectives (October)

After completing this lesson, each participant will have a better understanding of how to revise the ILDP based on new data from MLQ #2 and a further assessment of obstacles and enablers to leadership development. Students will be able to examine one strategy to address a particular obstacle confronting their leadership development and one strategy on how to enhance leadership development.

Scope

Students understand how to revise their ILDP with new MLQ data and an assessment of obstacles confronting them in these new assignments and enablers supporting them in their development. Students will gain an appreciation of how to use the coach and peer learning group as a sounding board for reflecting on ways to improve their leadership styles.

EL 01

Task: Review what has been learned from the MLQ #2 report, and how it will be integrated into the ILDP. Discussion of obstacles that have to be addressed, and the specification of a particular strategy for addressing the most important obstacles. Discussion of enablers that will help reinforce the implementation of their plan.

Conditions: Acting as an organizational or direct leader using the full range of leadership.

Standards: The student's revision of the ILDP will include:

- Updating the plan based on feedback from MLQ #2
- Inclusion of obstacles and strategies for overcoming
- Inclusion of enablers and strategies for using them to implement ILDP
- Timelines for evaluation and methods to be used for evaluation.

Advance Preparation for Lesson 13

First Requirement: Complete a STAARR report on your superior, and how he or she is leading and developing their followers. Choose a particular situation to highlight what you view as a typical interaction of your leader with his or her followers.

Second Requirement: Review FRL model and ILDP and be prepared to revise ILDP.

Lesson 13 Outline (November)

- Review FRL Model
- Discuss implementation and updates of ILDP
- Review STAARR report of targeted behaviors of superior officer
- Identify two ways to get feedback from new followers, superiors, and peers

Lesson 13 Objectives

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP. Participants will be able to describe the leadership style of their superior officer in a recent event focusing on the development of others. They will examine ways to receive feedback from others.

Scope

Participants will apply the FRL model to update their ILDP, to categorize the leadership behavior of their superior officer.

EL 01

Task: Review FRL model and how it will be applied to ILDP update. Generate a profile of a superior officer using the FRL model and STAARR report framework. Discuss strategies for the solicitation of feedback from others.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants will apply FRL model to assessments for a superior officer.

Lesson 14 Advance Preparation

First Requirement: Come up with examples of teams where leadership is shared.

Second Requirement: Define what you feel is shared leadership and what methods you can use to enable followers to be ready to share in leadership responsibilities.

Third Requirement: Identify strategies you are using to enable subordinates to lead.

Fourth Requirement: Identify main obstacles to sharing leadership with followers.

Lesson 14 Objectives (December)

After completing this lesson, each participant will have a better understanding of how to enable in practice their followers and peers to take more responsibility for leading themselves. Enabling followers to be less dependent and to challenge what they are able to accomplish.

Scope

Students understand how each other are working towards enabling followers and peers to take more individual and collective leadership responsibility. Coaches place emphasis on how to include others in the leadership development process and how to share leadership with each other in ways that make the overall group more effective.

EL 01

Task: To discuss how to go from an individual model of leadership to one that is more shared as demonstrated in the behavior of the peer learning group and its interactions. To highlight what would be the main obstacles to shared leadership from a leader and follower's perspective in the U.S. Army.

Conditions: Acting as an organizational or direct leader using the full range of leadership for individual and collective leadership.

Standards: The student's revision of the ILDP will include:

- Setting a goal for sharing leadership responsibilities.
- Enabling others to move into specific leadership roles.
- Evaluating the effectiveness of followers in those roles and providing feedback on behavior to improve performance.

Lesson 15 Advance Preparation

First Requirement. Review FRL model, MLQ #3 feedback and ILDP, and be prepared to revise ILDP.

Second Requirement: Complete STAARR report on a peer officer.

Lesson 15 Outline (January)

- Review FRL Model
- Discuss implementation and updates of ILDP based on MLQ #3 feedback.
- Review STAARR report of targeted behaviors of peer officer

Lesson 15 Objectives

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP based on new data from the MLQ #3. Participants will be able to describe the leadership style of a peer officer in a recent event.

Scope

Participants will apply the FRL model to update their ILDP with MLQ #3 feedback, and to categorize the leadership behavior of a peer officer.

EL 01

Task: Review FRL model and MLQ #3 and how it will be applied to ILDP update. Generate a profile of a peer officer using the FRL model and STAARR report framework.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants revised ILDP will include MLQ #3 feedback and approaches to coach followers/subordinates.
- Participants will apply FRL model to assessments for a peer officer.

Lesson 16 Advance Preparation

First Requirement: Identify two approaches for coaching followers/subordinates.

Lesson 16 Outline (February)

- Review FRL Model
- Discuss implementation and updates of ILDP
- Review STAARR report of targeted behaviors of subordinate officer
- Identify two strategies for coaching peers and followers to enhance their transformational leadership.

Lesson 16 Objectives

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP. Participants will be able to describe the leadership style of a subordinate officer in a recent event. They will examine strategies for improving the transformational leadership of subordinates.

Scope

Participants will apply the FRL model to update their ILDP and categorize the leadership behavior of a subordinate officer and to the improvement of their transformational leadership.

EL 01

Task: Review FRL model and how it will be applied to ILDP update. Generate a profile of a subordinate officer using the FRL model and STAARR report framework. Discuss strategies for improving transformational leadership.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants revised ILDP will include ways to enhance the transformational leadership of a subordinate officer.
- Participants will apply FRL model to assessments for a subordinate officer.

Lesson 17 Advance Preparation

First Requirement. Review FRL model and ILDP, and be prepared to revise ILDP.

Second Requirement. Complete STAARR report on incidents representing the climate in your unit.

Third Requirement. Identify two strategies for leading a change in climate in one's unit.

Lesson 17 Outline (March)

- Review FRL Model
- Discuss implementation and updates of ILDP
- Review STAARR report of examples of the unit's climate
- Identify two strategies for leading climate change in your unit

Lesson 17 Objectives

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP. Participants will be able to examine strategies for leading change efforts in their units.

Scope

Participants will apply the FRL model to update their ILDP and to develop strategies for leading climate changes in their units.

EL 01

Task: Review FRL model and how it will be applied to ILDP update. Generate a STAARR report on incidents of the unit's climate. Discuss strategies for leading a unit's cultural change.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants revised ILDP will include strategies to lead unit change efforts.
- Participants will apply FRL model to addressing the climate in their units.

Lesson 18 Advance Preparation

First Requirement: Complete MLQ #4

Second Requirement: Review FRL and ILDP

Lesson 18 Objectives (April)

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP based on new data from the MLQ #4.

Scope

Participants will apply the FRL model to update their ILDP with MLQ #4 feedback.

EL 01

Task: Review FRL model and MLQ #4 and how it will be applied to ILDP update.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants revised ILDP will include MLQ #4 feedback.

Advance Preparation for Lesson 19

First Requirement: Identify the specific aspects of the virtual coaching process that had the most benefits in terms of leadership development.

Second Requirement: Identify strategies for improving the virtual coaching process.

Lesson 19 Outline (May)

- Review FRL Model
- Discuss implementation and updates of ILDP
- Conduct an AAR on the virtual coaching process and ways to enhance leadership development at a distance.

Lesson 19 Objectives

After completing this lesson, participants will have reviewed their knowledge about the FRL Model and understand how to update their ILDP. They will examine improvements in the virtual coaching process.

Scope

Participants will apply the FRL model to update their ILDP and will come up with ways to develop improvements for virtual coaching in the future.

EL 01

Task: Review FRL model and how it will be applied to ILDP update. Discuss improvements in the use of distance technology for coaching.

Conditions: Acting as an organizational or direct leader using the FRL model.

Standards:

- Participants revised ILDP will include ways to improve virtual coaching.

APPENDIX C

Optional STAARR Report Form A

Focal Leader _____ Date _____ Time _____ Observer _____

INSTRUCTIONS: Use a separate forms for each focal leader.

Situation: Name and code each follower (F1, F2, etc.) and any significant observers (O1, O2, etc.) if the observer(s) has influence on the evolving L-F relationship or task outcome. Briefly tell when, where, how, why they assembled, and other relevant aspects of the situation.

Task: State the task of the named focal leader; include the larger goal or mission if relevant.

If the task changes during the incident number and name new tasks chronologically (T1, T2, etc.)

If the focal leader changes, initiate a NEW FORM for that leader. Only ONE focal leader per Form.

Action: What did the focal leader do? Describe each L behavior; & F or O response, in a single sentence. Code your

Analysis of each behavior per FRL model: LF, MBE-P, MBE-A, CR, IC, IS, IM, II, or "?" Score the

Result of that behavior relative to the task of the focal leader as: 0-1 if ineffective; 2 if neutral; 3-4 if effective. Also score the evolving L-F Relationship as a result of the behavior. Rate it 0-1 if declining; 2 if unchanged; and, 3-4 if improving.

Situation (Also include and significant observers (O1, O2, . . .etc.) if they have influence on L-F relationships or task outcomes.)

F1 _____ F2 _____ F3 _____ F4 _____ F5 _____
O1 _____ O2 _____ O3 _____ O4 _____ O5 _____

Task (if appropriate, also include greater goal or mission of the named focal leader):

| Actions: Number each leader behavior the F/O response Analysis Results | | | | perFRL | reTask | reRelationships |
|--|--|--|--|--------|--------|-----------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

APPENDIX D

Name/ID# _____

General Leadership Exam

The purpose of this short quiz is to test your knowledge about leadership models and methods that you have learned about during your stay at Fort Leavenworth or elsewhere through readings and class instruction. Complete this after you take the MLQ examination on-line. Please choose the BEST answer to each of the following questions and place your choice on the line before each question number.

- _____ 1. Leadership development starts with _____.
- A. self-development
 - B. development of others (e.g., followers, peers)
 - C. capitalizing on mistakes
 - D. what the instructor tells you to work on
- _____ 2. Full Range Leadership Model _____.
- A. includes Awareness, Application, Adoption, and Achievement
 - B. includes Leader Member Exchange as its core focus
 - C. applies to operational tactics of military warfare
 - D. applies to contingency planning and functional analysis
- _____ 3. All of the following are forms of transactional leadership except _____.
- A. passive management-by-exception
 - B. situational development
 - C. active management-by-exception
 - D. contingent reward
- _____ 4. All of the following are components of transformational leadership except _____.
- A. individualized consideration
 - B. intellectual stimulation
 - C. ideational influence
 - D. inspirational motivation

- _____ 5. Which of the following statement(s) about the Multifactor Leadership Questionnaire (MLQ) is/are true?
- A. The MLQ assesses situational styles of leadership
 - B. The MLQ provides estimates of shared leadership
 - C. MLQ measures the climate of a unit
 - D. All three statements above are false _____
- _____ 6. Which of the following statements is true? _____.
- A. Laissez-faire leadership can be an effective leadership style
 - B. Rewards are primarily what motivates followers to achieve Performance beyond expectations
 - C. Active management-by-exception leadership supports innovation
 - D. Inspirational and charismatic leadership are the same thing
- _____ 7. Based on prior leadership research, the style of leadership associated with, if it ain't broke don't fix it, _____.
- A. is typically seen as an effective style of leadership
 - B. is typically associated with leaders who are more transformational
 - C. is typically associated with leaders who produce better products
 - D. is typically seen as being less effective then transactional contingent reward leadership
- _____ 8. Active management-by-exception would be a recommended style of leadership in which of the following situations: _____.
- A. Developing new followers to challenge their assumptions
 - B. In high risk environments
 - C. In low risk environments
 - D. Developing experienced followers to challenge their assumptions
- _____ 9. Transactional leaders focus a great deal of their attention on which of the following: _____.
- A. Developing followers
 - B. Developing a shared leadership culture
 - C. Providing contingent rewards to followers
 - D. Providing noncontingent rewards to followers

- _____ 10. The highest form of leadership associated with the Full Range model is labeled _____.
- A. idealized influence
 - B. inspirational influence
 - C. legacy influence
 - D. idolized influence
- _____ 11. The term 'perspective-taking capacity' refers most closely to which of the following aspects of leadership?
- A. Moral leadership
 - B. Transactional leadership
 - C. Situational leadership
 - D. Leader Member Exchange
- _____ 12. Rethink ideas, think in new ways, use of intelligence, use reasoning and evidence, careful problem solving, and think through before taking action are key behaviors associated with which leadership theory below:
- A. Hunt's multi-plex theory of leadership
 - B. Goal setting theory
 - C. Yukl's influence style theory
 - D. Full Range Theory of Leadership
- _____ 13. Personal attention, learning opportunities, treats people as individuals, appreciation, coaches, and provides help and support are key descriptions of _____.
- A. Leader member exchange theory
 - B. Path goal theory
 - C. Transformational leadership theory
 - D. Contingency theory
- _____ 14. In formulating a leadership development plan, all of the following might be considered effective goals for most people except _____.
- A. increasing intellectual stimulation behaviors
 - B. closing the "rating gap" between you and key others
 - C. maintaining whatever rating gap you find to not be seen as inconsistent to followers
 - D. increasing individualized consideration behaviors

- _____ 15. The Full Range Leadership Model, is plotted on 3 axes, with the third axis being which of the following:
- A. Active-Passive
 - B. Frequency
 - C. Durability
 - D. Satisfaction
- _____ 16. In the Full Range Leadership Model, management tends to be classified as being more: _____.
- A. transformational
 - B. transactional
 - C. laissez-faire oriented
 - D. culturally neutral
- _____ 17. An "optimal leadership profile" in the Full Range Leadership Model would include all the following except _____.
- A. a lot of the 4I's behaviors
 - B. an absence of active management-by-exception behaviors
 - C. a large amount of contingent reward (constructive transaction) behaviors
 - D. a small amount of passive management-by-exception behaviors
- _____ 18. Which statement is true?
- A. Laissez-faire leaders are only directive.
 - B. Transformational leaders are only participative.
 - C. Laissez-faire leaders can be both directive and participative.
 - D. Transactional leaders are neither directive nor participative.
- _____ 19. Establishing guidelines and boundaries for behavior, clarifying expectations of each member, and determining a framework are all part of what is referred to as a _____.
- A. team contract of understanding
 - B. team compact of understanding
 - C. team climate
 - D. team building cycle

- _____ 20. Highly developed teams _____.
- A. thrive on adaptive conflict
 - B. use a directive decision making style
 - C. rely on shared or distributed transactional leadership
 - D. have members who focus only on development
- _____ 21. Research has shown that effective leaders delegate to _____.
- A. multiply their own capabilities
 - B. challenge and develop the confidence and abilities of followers
 - C. offer followers a greater sense of responsibility, authority, and autonomy
 - D. All of the above.
- _____ 22. Transformational leaders create cultures in their organizations that can be described as: _____.
- A. Coasting cultures
 - B. Garbage can cultures
 - C. Emergent cultures
 - D. None of the above
- _____ 23. If you were trying to intellectually stimulate a team of your peers, you might use all the following except _____.
- A. brainstorming
 - B. logical deduction
 - C. reinforcing early conclusions
 - D. challenging questions
- _____ 24. Organizational cultures that are the both transformational and transactional are called _____.
- A. highly developed
 - B. learning centered
 - C. adaptive
 - D. enriched

- _____ 25. Organizational cultures that are the least transformational and the least transactional are called _____.
- A. formal
 - B. evolving
 - C. garbage can
 - D. maturing
- _____ 26. The most inspiring messages create the highest levels of _____.
- A. idolization
 - B. intellectual stimulation
 - C. individuation
 - D. identification
- _____ 27. Which of the following world class leaders would be considered transformational:
- A. Adolf Hitler
 - B. Ross Perot
 - C. Franklin D. Roosevelt
 - D. Henry Ford
- _____ 28. Generally speaking, which of the following statements are true:
- A. Women tend to be more transformational leaders than men
 - B. Men tend to be more transformational leaders than women
 - C. There are no differences between men and women
 - D. Women military leaders are more transformational then their civilian counterparts
- _____ 29. When doing 360 ratings of leadership, generally the research shows which of the following patterns: _____
- A. leaders tend to under rate themselves relative to followers
 - B. leaders tend to agree with follower ratings
 - C. leaders tend to over rate themselves relative to followers
 - D. peers and followers have the highest levels of agreement
- _____ 30. Recent evidence on leadership development shows that _____
- A. Leaders are born not made
 - B. Intelligence is the most important to developing leadership
 - C. Leadership can be developed in adults
 - D. Leaders who are extraverts develop more quickly

APPENDIX E

Informed Consent Form

Experimental Leadership Development Program (ELDP)

You are invited to participate in a research study to examine how leadership is developed over time. In this study, we hope to learn the best methods for developing more adaptive leaders in the U.S. Army. Your participation in this study will last one year. You were selected as a possible participant in this study, given your future role as a leader in the U.S. Army.

Basically, you will be asked to complete a set of surveys that measure your leadership style, readiness to be developed, openness to new learning experiences, engagement in the leadership process, and how you solve problems. These surveys will be completed in this session and after you leave Ft. Leavenworth in your next duty assignment. Completion of the follow-up surveys will be done on the web.

With regard to the leadership surveys, you will also be asked to choose raters to evaluate your leadership style. These raters will complete a leadership survey on line and anonymously. The purpose of these surveys is to find out how different individuals learn to optimize their leadership styles and potential. The total packet of surveys will take less than one hour to complete at each sitting.

There are no specific risks associated with participating in this project. All of your responses will be kept confidential and will be number coded to protect your anonymity. No one other than members of the Principal Investigators' research team will see your individual responses. No one individual will be identified, nor will anyone's identity be disclosed.

You were randomly assigned to participate in this research program; however, you were given the opportunity to opt out of participation. Your decision whether or not to participate will not prejudice your future relations with the U.S. Army or the Army Research Institute. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

We believe you will benefit from participating in this project by receiving feedback over time, based on your responses to the surveys, and the responses of your raters. However, we cannot and do not guarantee or promise that you will receive any benefits from this study.

Before you sign this form, please ask questions on any aspect of the study that is at all unclear to you. If you have any additional questions later, Drs. Bruce Avolio and Fran Yammarino, at (607) 777-3007, will be happy to answer them. If at any time you have questions concerning your rights as a research subject, you may call the Chair of Binghamton University's Human Subject Research Review Committee at (607) 777-6086. A copy of this signed form will be kept on file at the Center for Leadership Studies.

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE. YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE HAVING READ THE INFORMATION PROVIDED ABOVE.

Date: _____

Time: _____ AM/PM

Signature: _____

Print Your Name: _____

Separate from gaining consent to participate in this study, we also would like your consent to use information from your ORB. The ORB data is being requested from all participants. This data will be aggregated so that we can describe the overall sample of participants. No one individual will be identified using this data, and only members of the Principal Investigators' research team will view the individual data. Only aggregated data will be reported.

YOU ARE MAKING A DECISION WHETHER OR NOT TO ACCESS YOUR ORB DATA. YOUR SIGNATURE INDICATES THAT YOU HAVE GIVEN US PERMISSION TO ACCESS THE ORB DATA.

Date: _____

Time: _____ AM/PM

Signature: _____ Print Your Name: _____

Signature of Witness: _____ Signature of Investigator: _____

ARI Contract # DASW01-99-K-0005
Principal Investigators: Dr. Bruce Avolio and Dr. Fran Yammarino
Binghamton University, NY

APPENDIX F-1

Name/ID# _____

Demographic Information

1. Age: _____

2. Sex (please circle): **Male** **Female**

3. Race: **Caucasian** **African-American**

Hispanic **Native-American**

Asian-American **Other (please specify):** _____

4. Marital Status: **Married/Common-law** **Single**
 Divorced **Widowed**

5. Do you have any children? **Yes** **No**

 If yes, how many? _____

6. Service Branch: _____

7. Unit you came from: _____

APPENDIX F-2

Leader Self-Concept Measure (LSCM)

Instructions: Check the adjectives that are characteristic of you. For those adjectives that are descriptive of you, rate the importance of that trait to your self-description. For example, if you describe yourself as being "understanding" and this is "very important" to your self-concept, then you would place a checkmark on the line next to the adjective "understanding" and circle the number 5. Please use the scale below as a guide to make your ratings.

| | | 1 | 2 | 3 | 4 | 5 |
|-------|-------------------|------------|---|---|---|----------------|
| | | Not at all | | | | Very Important |
| | Important | | | | | |
| _____ | Intelligent..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Unselfish..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Flexible..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Honest..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Athletic..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Determined..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Forgiving..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Good Looking..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Sincere..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Responsible..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Decisive..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Tough..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Dedicated..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Introverted..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Informed..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Strong..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Wealthy..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Irritable..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Open Minded..... | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-------|----------------------|---|---|---|---|---|
| _____ | Healthy..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Charismatic..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Religious..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Unemotional..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Verbose..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Goal Oriented..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Sensitive..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Happy..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Strict..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Good Administrator.. | 1 | 2 | 3 | 4 | 5 |
| _____ | Compassionate..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Generous..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Helpful..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Understanding..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Talkative..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Warm..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Sports Minded..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Persuasive..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Organized..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Rigid..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Sympathetic..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Energetic..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Inspiring..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Enthusiastic..... | 1 | 2 | 3 | 4 | 5 |
| _____ | Dynamic..... | 1 | 2 | 3 | 4 | 5 |

APPENDIX F-3

OPENNESS

Instructions: Read each statement carefully. For each statement circle the response that best represents your opinion. Make sure that your answer is the one that is circled.

Circle **SD** if you strongly disagree or the statement is definitely false.

Circle **D** if you disagree or the statement is mostly false.

Circle **N** if you are neutral on the statement, you cannot decide, or the statement is about equally true and false.

Circle **A** if you agree or the statement is mostly true.

Circle **SA** if you strongly agree or the statement is definitely true.

- | | |
|--|-----------------|
| 1. I don't like to waste my time daydreaming. | 1. SD D N A SA |
| 2. Once I find the right way to do something, I stick to it. | 2. SD D N A SA |
| 3. I am intrigued by the patterns I find in art and nature. | 3. SD D N A SA |
| 4. I believe letting students hear controversial speakers can only confuse and mislead them. | 4. SD D N A SA |
| 5. Poetry has little or no effect on me. | 5. SD D N A SA |
| 6. I often try new and foreign foods. | 6. SD D N A SA |
| 7. I seldom notice the moods or feelings that different environments produce. | 7. SD D N A SA |
| 8. I believe we should look to our religious authorities for decisions on moral issues. | 8. SD D N A SA |
| 9. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement. | 9. SD D N A SA |
| 10. I have little interest in speculating on the nature of the universe or the human condition. | 10. SD D N A SA |
| 11. I have a lot of intellectual curiosity. | 11. SD D N A SA |
| 12. I often enjoy playing with theories or abstract ideas. | 12. SD D N A SA |

APPENDIX F-4

DEVELOPMENTAL READINESS

Self-Efficacy Related to Leadership Development

- | | | | | | | | |
|----|--|----|----|---|---|---|----|
| 1. | I am confident that I can achieve the levels of leadership ability that I aspire to. | 1. | SD | D | N | A | SA |
| 2. | I believe I have the ability to become an exemplary or transformational leader. | 2. | SD | D | N | A | SA |
| 3. | I believe that, with training, I can develop into an exemplary or transformational leader. | 3. | SD | D | N | A | SA |
| 4. | If I wanted to, I believe that I could become an exemplary or transformational leader. | 4. | SD | D | N | A | SA |
| 5. | I am confident that I will benefit from the leadership development I receive at this organization. | 5. | SD | D | N | A | SA |

Accountability for Development

- | | | | | | | | |
|-----|--|-----|----|---|---|---|----|
| 6. | I feel responsible for using the feedback I receive to improve my leadership skills. | 6. | SD | D | N | A | SA |
| 7. | It is important to me that I make improvements in my leadership performance. | 7. | SD | D | N | A | SA |
| 8. | It would go unnoticed if I did not make improvements in my leadership performance based on the feedback I receive. | 8. | SD | D | N | A | SA |
| 9. | I am held responsible by others in this organization to focus on developing my leadership skills. | 9. | SD | D | N | A | SA |
| 10. | It is up to me to find ways to develop my leadership skills. | 10. | SD | D | N | A | SA |
| 11. | I would be letting my peers and superiors down if I did not try to improve my leadership ability. | 11. | SD | D | N | A | SA |
| 12. | No one is responsible but me, for making sure I develop my leadership skills. | 12. | SD | D | N | A | SA |

Perceived Utility of Development Opportunities

- | | | | | | | | |
|-----|--|-----|----|---|---|---|----|
| 13. | I believe the developmental opportunities provided to us in the military are useful for developing my leadership skills. | 13. | SD | D | N | A | SA |
| 14. | The developmental opportunities provided to us in this organization are well planned. | 14. | SD | D | N | A | SA |

- | | | | | | | | |
|-----|--|-----|----|---|---|---|----|
| 15. | There are many opportunities to practice effective skills. | 15. | SD | D | N | A | SA |
| 16. | My classes provide the opportunity to learn new leadership behaviors. | 16. | SD | D | N | A | SA |
| 17. | Work activities provided by the organization are useful for learning new leadership behaviors. | 17. | SD | D | N | A | SA |
| 18. | I have the opportunity to practice new leadership skills if I want to take advantage of them. | 18. | SD | D | N | A | SA |

APPENDIX F-5

SITUATIONAL CONSTRAINTS

Situational Constraints Measure

- | | | |
|--|-----|-------------|
| 1. Even with competing time and resource demands, I can still find the time to work on developing my leadership skills. | 1. | SD D N A SA |
| 2. With all that I have to do, there is little time to be concerned enhancing my leadership skills. | 2. | SD D N A SA |
| 3. There are many situational constraints that get in the way of working on improving my leadership abilities. | 3. | SD D N A SA |
| 4. There is time available for me to work on improving my leadership abilities. | 4. | SD D N A SA |
| 5. I believe that there are several development resources available to me in this organization, to improve my leadership skills. | 5. | SD D N A SA |
| 6. There are development opportunities available in this organization that can help me improve my leadership skills. | 6. | SD D N A SA |
| 7. My superiors support my effort to become a stronger leader. | 7. | SD D N A SA |
| 8. I am provided with the necessary resources by my organization to strengthen my leadership abilities. | 8. | SD D N A SA |
| 9. My peers are supportive of my efforts to improve my leadership abilities. | 9. | SD D N A SA |
| 10. My superiors are supportive of my efforts to improve my leadership abilities. | 10. | SD D N A SA |
| 11. My superiors limit my ability to practice my leadership skills. | 11. | SD D N A SA |
| 12. My superiors allow me to apply new skills in a variety of situations. | 12. | SD D N A SA |
| 13. My peers limit my ability to apply my leadership skills. | 13. | SD D N A SA |

APPENDIX F-6

DEVELOPMENTAL ACTIVITIES

Instructions: Read each statement carefully. For each statement circle the response that best represents your opinion. Make sure that your answer is the one that is circled.

- Circle **N** if your answer is not at all.
Circle **O** if your answer is once in awhile.
Circle **S** if your answer is sometimes.
Circle **F** if your answer is fairly often.
Circle **A** if your answer is frequently, if not always.

- | | |
|---|---------------|
| 1. In the past few months, how often have you sought feedback from your peers regarding your leadership development? | 1. N O S F A |
| 2. In the past few months, how often have you sought feedback from your superiors regarding your leadership development? | 2. N O S F A |
| 3. In the past few months, how often have you self-assessed your own leadership development? | 3. N O S F A |
| 4. In the past few months, how often have you sought out new experiences (e.g., training, applied experiences) to improve your leadership skills? | 4. N O S F A |
| 5. In the past few months, how often have you taken advantage of formal opportunities to develop your leadership skills? (e.g., classes, training sessions) | 5. N O S F A |
| 6. In the past few months, how often have you initiated an opportunity to develop your leadership skills? | 6. N O S F A |
| 7. In the past few months, how often have you thought seriously about developing your leadership skills? | 7. N O S F A |
| 8. In the past few months, how often have you taken advantage of developmental opportunities that expand your leadership skills? | 8. N O S F A |
| 9. I have consciously attempted to focus my attention on developing my leadership ability in the last few months. | 9. N O S F A |
| 10. I only think about my own leadership development when it is a point of discussion in class or some other formal setting. | 11. N O S F A |
| 11. Even when it has not been required, I have taken advantage of all opportunities to improve my leadership skills in the last few months. | 11. N O S F A |
| 12. How often in the last few months have you sought out the advice or mentoring from another individual? | 12. N O S F A |

- | | | |
|-----|--|---------------|
| 13. | How often in the last few months have you sought out the advice or mentoring from one of your superiors? | 13. N O S F A |
| 14. | I have identified another individual that I use as my role model for developing my leadership skills. | 14. N O S F A |
| 15. | I have identified a superior that I use as my role model for developing my leadership skills. | 15. N O S F A |
| 16. | I have clearly defined goals for my leadership development. | 16. N O S F A |
| 17. | I spend little time thinking about my own career development. | 17. N O S F A |
| 18. | I try to engage in new activities that will require me to expand my leadership skills. | 18. N O S F A |

APPENDIX F-7

PROBLEM-SOLVING SCENARIOS

This test consists of two scenarios describing hypothetical situations which conceivably could occur during one's military career. We are interested in how you would deal with each of the situations. Please read each scenario and describe what actions you would take if you were faced with the situation. Spend about 5 minutes on each situation.

Suggested Total Completion Time: 10 Minutes

Situation #1 –

Burma has invaded Indonesia. Indonesia has requested assistance from the United States government. You have 24 hours to develop a plan for a military response. The information you have is that one enemy force of 75,000 Soldiers is located in the western part of Indonesia, while another 25,000 Soldiers are located in the eastern part of the country. These armies are well armed in terms of tanks and artillery, but weak in terms of tactical air support. In your planning, you can utilize any and all aspects of the U.S. Armed Forces personnel and materiel.

Indicate in detail the components of your plan.

Situation #2 –

The U.S. Army is being reorganized into a style representing that of the British Army. You are a new regimental commander and have been given fairly broad powers to organize the personnel as you see fit.

Indicate in detail how you would organize your personnel into new groups and what procedures you would use to develop and maintain high regimental performance.

APPENDIX F-8

ORGANIZATIONAL SCENARIOS

Read the following descriptions of organizational situations and respond to the questions after each one. Spend about 5 minutes on each scenario.

Suggested Completion Time: 10 Minutes

Scenario #1

A pharmacologist who worked for a competitive pharmaceutical company had been conducting tests on lab animals for a new type of steroid intended to aid the body's natural healing mechanisms. It was rumored that other companies were working on similar treatments. The drug had been something of a miracle – after administering it to rats, dogs, and monkeys for just one week, stomach ulcerations were healed. The drug seemed to speed up the healing process, preventing blood loss, dehydration and severe pain.

Although more than 50% of the animals behaved somewhat strangely afterward, acting quiet and withdrawn, the head of the department concluded that this was an obvious result of the healing process. The animals' energy was necessarily turned inward to help the body heal. He did not feel it necessary to include such an obvious effect in the lab reports. Human volunteers were administered small doses and also showed no noticeable side effects.

The drug was soon approved by the FDA for use in clinical situations, and large doses were given to severely ill patients. However, 1 out of every 13 patients, 75 people total, suffered a severe and irreversible psychotic episode. The patients' families were filing suit against the company. The pharmacologist and the department head were the only ones who knew that the lab reports were somewhat incomplete, although their content was accurate.

1. Why did this situation occur?

2. What was the central mistake made by the pharmacologist?

3. What would you do if you were the pharmacologist in this situation?

The Board of Directors made the decision to revise the entire sales effort of the company. Instead of depending on a few large accounts, a risky strategy liable to produce large swings in revenue, the company would move to support many small accounts. Salespeople were instructed to devote no more than 10 percent of their time to managing the large accounts that they had been servicing for more than 20 years, and to put the rest of their time in getting new accounts.

At the first sign of trouble, the director of sales had gone to the marketing vice-president to discuss the situation. The policy remained unchanged, and the complaints from the old clients grew increasingly strong. Within a month, three of the companies' oldest and largest accounts had moved their business to New York companies. Another went with a British company. Two more went to Omaha. Although several small accounts had come in, revenue projections for the coming year were down by 16 percent.

The director of sales needed to take action. He was in constant disagreement with the vice president of marketing over the new sales program that wasn't working. He didn't have enough money to pay his staff of 38 salespeople for the next year. He thought about going to the chief executive officer directly with his concerns. He thought about retiring early and moving with his wife to a tropical island. He thought about firing the 7 salespeople who had previously serviced the large accounts that had been lost.

- 80

APPENDIX F-9

TACIT KNOWLEDGE

This survey consists of descriptions of typical situations encountered by military leaders. After each situation, there are several options for how to handle the situation. For each option listed, you are to rate the quality of the option on the following 1-to-9 scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

Select the number corresponding to your answer, and write it in the blank preceding the option (or on the answer sheet provided). Remember that some or all of the options listed for a particular questions may be good, some or all of the options may be bad, or some or all of the options may be neutral (neither bad nor good). There is no one "right answer," and in fact, there may be no "right answers." The options are simply things an officer at this level might do in the situation described in the question. Do not try to "spread out your ratings" just for the sake of doing so. If you think all of the options are good, bad, or whatever, rate them accordingly. DO NOT BE CONCERNED if the numbers are all 9s, all 5s, all 1s, one 9 and the rest 1s, or any other mix. Your answers should reflect your opinions about the quality of the options.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B1. You are a new battalion commander, and you want to develop detailed knowledge of the strengths and weaknesses of each of your company commanders. Rate the following strategies for their effectiveness in helping you gain this information.

- _____ If you plan to talk to the Soldiers, discuss beforehand with each company commander your intention to talk directly to the soldiers and explain your reasons for doing so.
- _____ For each company, direct a sensing session of the entire company with the company commander present in order to get a sense of the unit.
- _____ Ask the command sergeant major, battalion XO, and operations officer for their assessment.
- _____ If you choose to talk to the Soldiers, express your desire to each company commander to use the information you will learn to help with their development as leaders.
- _____ Ask your company commanders to talk to their own Soldiers and ask a specific list of questions, and then report back to you with the information they have learned.
- _____ Talk directly (in private) with the Soldiers and ask them to comment on the commanders' strengths and weaknesses.
- _____ Talk directly (in private) with the Soldiers and ask them their opinions about the quality of their training, what they are learning, and other impressions.
- _____ Ask your company commanders to speak to other commanders' Soldiers (not their own Soldiers) and report back to you with the information they have learned.
- _____ Assign a battalion staff member who does not rate the company commanders to speak with the Soldiers and report to you on what he/she learns.
- _____ Rely on historical statistical indicators of performance.
- _____ Talk directly (in private) with the Soldiers and ask them specific questions about their work hours, their job descriptions and responsibilities, and other factual items.
- _____ Speak to the company commanders individually and ask each of them to comment on the strengths and weaknesses of the other company commanders and units.
- _____ Ask the brigade commander for his/her assessment.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B2. You are a battalion commander and it is the end of your first battle at a major externally-evaluated training exercise, during which your unit revealed some major shortcomings. During the After Action Review, the Chief Evaluator is highly critical of the battalion and dwells on all the negative things your unit did that day. You carefully record all of the negative observations, but you know full well that the battalion also did some very positive things that day. What should you do?

- _____ Leave the After Action Review and return to your units; once there, communicate exactly what the Evaluator said.
- _____ If you have a good relationship with your CSM or other similar person, discuss your frustrations and feelings with him or her.
- _____ Forget about trying to get any positive feedback: Thank the Evaluator directly for the negative feedback, say you will deal with the problems immediately, and do so without expecting anything more from him.
- _____ Be careful not to vent your frustrations with the Evaluator's feedback in front of the Soldiers or your junior officers.
- _____ Ask the Chief Evaluator if he has anything else he would like to say.
- _____ Mention one or two successes the battalion had and ask the Evaluator if he would like to comment on these positive events.
- _____ Leave the After Action Review and return to your units, but when you report to them make sure to note the successes that occurred that day as well as the failures and shortcomings.
- _____ Speak to the Evaluator at another time, and state your desire to receive positive as well as negative feedback so that you know what the units are doing right and wrong.
- _____ Share your feelings with a friend or confidante at your own level to help you work through any negative feelings.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B3. You are a new battalion commander and one of your most important and challenging tasks is to establish the training priorities for your unit. While everything looks important and you would like to meet every possible contingency, you also realize that you do not have the time or resources to "do it all." Rate the following strategies for how effective they would be in helping you establish your priorities.

- _____ Study the brigade's training schedule.
- _____ Talk to the brigade S-2, S-3, and CSM to verify your understanding of the brigade commander's training focus.
- _____ Schedule meetings to discuss training with each of your staff members during your first week of command.
- _____ Explain your goals and your plans for the battalion very clearly to your officers and staff.
- _____ Assess the tactical and technical competence of your Soldiers individually by giving them formal and informal tests.
- _____ Rely on the assessments made by the previous battalion commander.
- _____ Select three to five upcoming missions (based on the brigade training plan) to focus your Soldiers' energy on.
- _____ Before doing anything, make sure you understand the commander's intent two levels up.
- _____ Soon after taking command, visit each staff section's shop and get a full briefing on their operations.
- _____ Talk to the brigade commander to determine his training priorities.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B4. You are a battalion commander. Your brigade commander has made it clear that he does not wish to speak with you about pressing issues that arise in your battalion. Also, he expects perfection from your battalion at all times, and he seems to view your battalion's poor performance at the JRTC as unforgivable – he keeps harping on past failures. The brigade commander does not provide you with feedback on your strengths and how to improve your weaknesses. His communication style is formal, abrupt, and in your opinion, ineffective. He begins every conversation by reminding you that you are only an O-5. You are frustrated because you never know where you stand, performance wise, in your brigade commander's eyes and you lack a person from whom to receive performance feedback. In general, you find your situation with the brigade commander to be intolerable, and morale in your unit seems dangerously low. What should you do?

- _____ Speak to the Assistant Division Commander, explain your need for extra feedback, and request feedback on your performance.
- _____ Deal with the brigade commander as best you can, but hold regular sessions with the members of your unit to air concerns and voice problems in the hope of improving morale.
- _____ Remain loyal to the brigade commander so you do not model disloyalty in front of the members of your unit.
- _____ Seek a formal appointment with the brigade commander, state that you and he seem to have a problem, and ask him why.
- _____ If you choose to speak with the Assistant Division Commander and your officers are critical of your decision, then explain your reasons for your actions to them and let them know they are welcome to voice concerns about how you are leading the unit.
- _____ Speak to your family members, the chaplain, or other friends from outside the military in order to deal with your personal frustrations.
- _____ Jump the chain of command and speak to the Assistant Division Commander about the problem with the brigade commander.
- _____ If you speak to the Assistant Division Commander, prepare yourself for the possibility of a disruption of loyalty in your own unit.
- _____ Talk to your fellow battalion commanders about the problem and try to develop a joint solution.
- _____ Request advice from one of your brigade commander's superiors whom you already know and trust.
- _____ Talk to the brigade XO and the brigade S3 and try to get some information.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B5. You are a battalion commander and your goal is to implement effective training. Rate the following strategies in terms of how good they would be at achieving your goal.

- _____ Provide Soldiers and their families with a copy of an extended training schedule (for example, six months out).
- _____ Develop specific rules and procedures that your battalion uses regularly in order to manage training.
- _____ Go to the brigade S-3 and demand that the training schedule not be changed.
- _____ Give Soldiers three or four-day holiday weekends whenever possible.
- _____ Take into consideration school vacations and events when planning training.
- _____ Brief families collectively on the extended training schedule once it has been developed – have a family dinner in the mess hall, for example, and then go over the extended training schedule.
- _____ Be willing to change the training schedule in order to capitalize on unplanned training opportunities.
- _____ Have regular meetings with your brigade commander to keep him/her focused on what your battalion is doing.
- _____ If someone violates the training schedule without authority, and without good cause, recommend the person for appropriate punishment.
- _____ Once inside the specified time limit, do not make changes to the schedule once the schedule has been distributed.
- _____ If you take away a Soldier's weekend for a training exercise, make sure he or she gets it back during another training cycle.
- _____ Try to dissuade your superiors from making sudden changes to the training schedule.
- _____ Communicate your training goals and your vision to your subordinates and your superiors.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B6. You are a battalion commander, and there are many unmarried Soldiers in your unit. You are concerned about the special needs and problems unmarried Soldiers may have, since they do not have a regular family life. Your goal is to ensure high morale for your unmarried Soldiers. Rate the quality of the following strategies for achieving your goal.

- _____ Take special pains to ensure that single Soldiers have some place to be on holidays – by arranging meals or outings for single Soldiers, for example.
- _____ Discourage single Soldiers from taking holiday leaves and encourage them to take on holiday duties so that married Soldiers can spend holidays with their families.
- _____ Maintain procedures and facilities single Soldiers need in order to communicate with family members back home – provide access to telephones, writing supplies, and so on – and encourage the Soldiers to keep in touch with their families.
- _____ Encourage married Soldiers to invite single Soldiers to their homes for holidays or other special occasions.
- _____ Take measures (for example, obtaining furniture, making game rooms, and allowing Soldiers to decorate the way they like) that will make the billets where the single Soldiers live feel more like home to them.
- _____ Allow Soldiers from other units to share in the improvements you make to your Soldiers' living quarters.
- _____ Keep single Soldiers busy with training and company sports so they won't get bored.
- _____ Spend time with the single Soldiers in their dining facility and gym.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B7. You are a battalion commander, and you want to make sure that your Soldiers and junior officers share your vision for the battalion. Rate the effectiveness of the following strategies for communicating your vision to your unit.

- _____ Distribute your command philosophy in writing to all Soldiers in your battalion.
- _____ Reinforce your vision in all daily activities and interactions, and do so for the entire term of your command.
- _____ Do not adhere to a single perspective – be willing to change your vision as necessary to reflect changing needs of the unit.
- _____ On a daily basis, visit company areas in the garrison and in the field, and highlight shortcomings and the progress that has been made toward achieving your vision.
- _____ Communicate your vision starting on the first day of your command.
- _____ Reward those who support your vision, and punish those who don't.
- _____ Solicit feedback and ideas from your junior officers regarding your vision – be alert for ways to improve it.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B8. You are an artillery battalion commander. You are in direct support of a brigade whose commander is a light infantryman, while your background is mechanized artillery. On several occasions, the differing perspectives of you and your brigade commander result in communication difficulties. For example, you are used to moving on the battlefield at a very fast pace, whereas your commander is used to moving at a slow pace. In fact, communication problems arise often between the two of you. Your goal is to improve your communication with your brigade commander. What should you do?

- _____ Ask a peer of your brigade commander, such as a divarty commander, for help with the problem.
- _____ Invite the brigade commander over to your house to watch a sporting event or movie and try to establish a friendship with him.
- _____ Speak to the brigade commander, express your feelings about why the two of you sometimes have trouble communicating, and ask for his help with the problem.
- _____ Make an effort to think from the brigade commander's point of view about your unit's activities and performance.
- _____ Speak to the brigade commander, ask him why he believes the two of you sometimes have trouble communicating, and ask for his help with the problem.
- _____ Find an interest or hobby you and your brigade commander share, then use this shared interest to develop analogies to help you communicate with him more effectively: In other words, talk in terms of topics you both understand.
- _____ Make an attempt to interact with the brigade commander as a person outside of the work environment, in a wide variety of settings.
- _____ Speak to your brigade commander's superior about the problem and ask for his advice.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B9. You are a new battalion commander and you are feeling somewhat lonely and frustrated with your job. Your goal is to manage your stress effectively so that it does not interfere with your ability and motivation to perform at your best. Rate the quality of the following strategies for achieving your goal.

- _____ Budget time for inspirational reading.
- _____ Develop a mutual support group with the battalion commanders – talk to them frequently.
- _____ Realize that dealing with stress is important to your promotion, and Soldier on.
- _____ Spend more time at the office and work harder – recognize that more satisfaction will come from pushing yourself harder and getting more done.
- _____ Combat stress by engaging in physical exercise or an activity you enjoy.
- _____ Use your spouse or other close friend from outside of the military as a sounding board.
- _____ Use your junior officers to bounce ideas off of.
- _____ Talk over your feelings with the brigade commander.
- _____ Take up a hobby that is unrelated to your job demands.
- _____ Budget time for personal reflection and relaxation.
- _____ Keep a journal or notebook of ideas in order to organize your thoughts and work through things on paper.
- _____ Remind yourself often that all battalion commanders experience such feelings and that your feelings are normal and will resolve themselves in time.
- _____ Take as much leave as you are entitled to, and while on leave, do not think about work or have contact with work personnel.
- _____ Realize that it is your job to tough things out for 24 months.
- _____ Renew your vision and remind yourself of why you wanted to be a battalion commander.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B10. You are a battalion commander, and one of your primary goals is to ensure that your Soldiers have predictability in their lives. Thus, you are concerned about planning training way in advance, and you make it a point to do so. For some time, your unit has been scheduled for a pre-planned battalion-level training exercise. At the last minute, there is a brigade command and staff meeting. At the meeting, the brigade staff announces that they are making major changes in your battalion training plan. What should you do?

- _____ Ask to have a minute alone with your commander and express your concerns to him privately, allowing him to voice these concerns openly at the meeting if he chooses to do so.
- _____ After the meeting, attempt to get a consensus among all the battalion commanders regarding this issue, and communicate this shared viewpoint to the brigade commander.
- _____ Be silent, but try to recruit your commander to your position after the meeting is over.
- _____ State that Soldiers need predictability in their lives, and note that the senior leaders should be setting the correct example.
- _____ State that good training exercises require predictability so that leaders of all levels can learn.
- _____ Stand up and remind the brigade staff, the brigade commander, and your peers about the brigade's specific doctrinal responsibilities for training.
- _____ State that the brigade staff's proposal to change the short-term training schedules is a violation of training doctrine.
- _____ Be silent: Do not try to second-guess the brigade staff's decision.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B11. You are a battalion commander. You have one company commander who is particularly intense. He sets extremely high – even unrealistic – standards for himself. While his company has yet to pay the price for this problem, his expectations are so high that he never can meet them, and this situation is hindering his personal health as well as his professional development as an officer. His company is scheduled for a major training exercise next month. Your goal is to help him better understand how he is hurting himself by maintaining unreasonable standards. Rate the quality of the following strategies for achieving your goal.

- _____ Talk to all of your company commanders as a group about potential roadblocks to their development, mentioning too-high standards as one potential problem and describing examples to illustrate your point.
- _____ Wait to speak to the company commander until after he goes to the training exercise, using examples based on his experiences there to illustrate your points.
- _____ Do nothing: Allow him to learn from his own mistakes that no one can successfully maintain unrealistic standards forever.
- _____ Ask another company commander to have a friendly chat with the obsessive company commander about the need to set realistic goals.
- _____ Have a discussion with the company commander about his potential problem before he leaves for the training exercise, using examples you are aware of from your daily interactions with him in your unit.
- _____ Warn the company commander before he goes to the training exercise that you believe he has a serious problem that requires his immediate attention and that may ultimately derail his career.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B12. You are a battalion commander, and you notice early in your command that your guidance often becomes distorted when it reaches the lower ranks. For example, one day you comment that you want the line companies at 100% personnel strength for aircraft mechanics before you will start to assign them to headquarters. A few days later, the headquarters maintenance tech asks you why you are going to fill the line units at 150% of authorized mechanics before assigning them to headquarters! Your goal is to ensure that your guidance is communicated accurately to all levels of the organization. Rate the quality of the following strategies for achieving your goal.

- _____ Hold meetings with your platoon leaders to verify what they know.
- _____ When you must communicate important information verbally, try to speak directly to as many officers and Soldiers as you can.
- _____ Hold the chain of command responsible for accurately passing information down to lower ranks.
- _____ Work on your relationship with you senior NCOs.
- _____ Conduct periodic discussions with your Soldiers to correct misperceptions, clarify your intent, and locate sources of information loss.
- _____ Ask your company commanders to conduct periodic discussions with the Soldiers so that the company commanders can verify that the lower levels are receiving accurate information.
- _____ Whenever possible, post and distribute written statements outlining your objectives.
- _____ Encourage your junior officers to be on the lookout for Soldiers' statements about your orders that are not completely accurate – and ask the junior officers to correct these misperceptions immediately.
- _____ Develop an NCO professional development program that stresses how to pass down information properly.
- _____ Spend more time leading by walking around the unit and talking to people.
- _____ Look for breaks in the chain of command.
- _____ Use multiple means of communicating the same message.

| | | | | | | | | |
|------------------|---|-----------------|---|----------------------------|---|------------------|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Extremely Bad | | Somewhat Bad | | Neither Bad Nor Good | | Somewhat Good | | Extremely Good |

B13. You are battalion commander. Reluctantly, you gave your S-1 a company command for his professional development, even though you had questions about his abilities. He was a loyal S-1, but not a very good one: He had problems with organization, and his workstyle was a bit "helter-skelter." In conversations with lieutenants you have learned that they are having a hard time with this individual. Also, as you walk around the battalion, you see other indications that confirm your doubts about this person's abilities. In general, you are concerned and you have doubts about this officer's ability to command effectively. What should you do?

- _____ Ask your sergeant major to spend more time coaching the former S-1.
- _____ Ask a competent company commander to mentor the problematic officer.
- _____ Provide the former S-1 specific help with organization such as hints and strategies you and others have found useful.
- _____ Set the former S-1 up with a strong 1SG and company XO.
- _____ Explain to the former S-1 specifically why it is important for him to change his behavior for the Soldiers' benefit.
- _____ Help the lieutenants you spoke with to work through their direct superiors to solve problems.
- _____ Communicate regularly with the officer and encourage him to use you as a resource whenever he has problems.
- _____ Come down hard on the former S-1 about his shortcomings and threaten to take disciplinary action if he does not improve.
- _____ Conduct sessions with the former S-1 during which you talk to him about aspects of his behavior you want changed.
- _____ Talk to the S-1's first sergeant to get a better feel for what's going on.

APPENDIX G

ELDP OUTCOME MEASURES

Appendix G-1 Outcomes Survey Form B (Ratings from Below)

Appendix G-2 Outcomes Survey Form P (Ratings from Peers)

Appendix G-3 Outcomes Survey Form A (Ratings from Above)

Appendix G-4 Outcomes Survey Form S (Self Rating)

Appendix G-1 Outcomes Survey Form B (Ratings from Below) Subordinate report

Center for Leadership Studies (CLS)
Binghamton University, Binghamton, New York.

**Experimental Leadership Development Program (ELDP)
Outcome Survey (Ratings from Below) Form B.**

Respondent: You should use this form if you are a member of a group supervised by the focal leader you rated earlier using the Multifactor Leadership Questionnaire (MLQ). If you did not complete MLQ as a follower of the focal leader, AND are not still a member of the workgroup led by the focal leader, you may have received this form in error; please contact Wendy Clark at CLS by return e-mail and advise her of your current working relationship with the focal leader. If you are still serving as a member of the same workgroup supervised by the same focal leader, please complete each of the items in the 8 sections of this survey. If a question does not apply, or you don't know the answer, skip it and move on to the next question.

Important. The following definitions apply throughout this survey:

Focal leader: an Army major who is voluntarily participating as a subject in the Experimental Leadership Development Program (ELDP) and who has requested your support in completing this instrument.

Workgroup: the organizational element supervised by the focal leader. This might be a staff, a staff section, or sub-section; a project working group; team; committee, instructor or student class group; or any other element for which the focal leader has supervisory responsibility.

Organization: the larger formation, typically commanded by lieutenant colonel or above, or a GS 15 or above, to which the focal leader's "workgroup" is assigned and serves.

1. Level of Engagement

The following questions measure the level of *engagement* in your work. Please indicate how *satisfied* you are with the following aspects in the workgroup by using the scales below. Please click the response that best represents your level of satisfaction.

| Extremely Dissatisfied | | Neutral | | Extremely Satisfied |
|---------------------------|---|---------|---|------------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. I know what is expected of me in my workgroup. 1 2 3 4 5
- b. At work, I have the opportunity to do what I do best every day. 1 2 3 4 5
- c. In the last seven days, I have received recognition or praise for doing good work. 1 2 3 4 5
- d. My supervisor, or someone in my workgroup, seems to care about me as a person. 1 2 3 4 5
- e. There is someone in my workgroup who encourages my development. 1 2 3 4 5
- f. At work, my opinions seem to count. 1 2 3 4 5
- g. The mission/purpose of my organization is important to me. 1 2 3 4 5

- h. My fellow Soldiers are committed to doing quality work. 1 2 3 4 5
- i. I have a best friend in this organization. 1 2 3 4 5
- j. In the last six months, someone at work has talked to me to me about my progress. 1 2 3 4 5
- k. This last year, I have had opportunities at work to learn and grow. 1 2 3 4 5

Permission granted for the reproduction of preceding items of the *GALLUP Q¹² Workplace Audit*. (The items were adapted for this research purpose). Copyright 1992 – 1999, The Gallup Organization, Princeton, NJ. All rights reserved)

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

2. Level of Trust:

- a. Members of my workgroup show a great deal of integrity. 0 1 2 3 4
- b. I can rely on those with whom I work. 0 1 2 3 4
- c. Overall, the people in my workgroup are very trustworthy. 0 1 2 3 4
- d. The leaders in our organization are trustworthy 0 1 2 3 4

3. Support for Innovation.

- a. My workgroup can be described as flexible and continually adapting to change. 0 1 2 3 4
- b. People in my workgroup are encouraged to explore fresh, new ways of looking at problems. 0 1 2 3 4
- c. My workgroup is always trying out new ideas. 0 1 2 3 4
- d. My work group is open and responsive to change. 0 1 2 3 4

4. Level of Identification:

- a. When someone criticizes my workgroup leader, I see it as a personal criticism 0 1 2 3 4
- b. I regard the workgroup's success as my own success. 0 1 2 3 4

- c. I am proud to tell others that the focal leader is my officer. 0 1 2 3 4
- d. I strongly identify with the focal leader. 0 1 2 3 4

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

6. Workgroup Climate

Using the scale above, to what extent do you agree with each of these statements?

- a. People are treated fairly in this workgroup. 0 1 2 3 4
- b. We have a clear sense of mission and priorities in this workgroup. 0 1 2 3 4
- c. People in this group are encouraged to learn new skills and concepts. 0 1 2 3 4
- d. This group has the spirit and courage needed to perform any mission assigned. 0 1 2 3 4
- e. This workgroup is flexible, and can adapt quickly to changing situations. 0 1 2 3 4
- f. People in this workgroup put mission and people ahead of their own ambition. 0 1 2 3 4
- g. I have confidence in this workgroup's ability to perform in wartime/combat. 0 1 2 3 4

Questions in this scale are from the Ulmer-Campbell Military Climate / Culture Survey. Copyright: 1998, by David Campbell, Ph. D. Center for Creative Leadership. Modified with permission for experimental purposes.

7. Overall Performance

Please rate the following 3 items by clicking on the rating from the scale below that best represents your response.

1. Overall, to what extent do you feel this officer is performing his or her job the way you would like it to be performed? 1 2 3 4 5 6 7
2. To what extent has he or she met your expectations in her or her leadership roles and responsibilities? 1 2 3 4 5 6 7
3. If you had your way, to what extent, would you change the manner in which he or she is doing the job? (Reverse) 1 2 3 4 5 6 7

1= not at all
2
3
4=somewhat
5
6
7=entirely

8. About you. Click the number indicating your best response.

a. Your current pay grade.

1 = E1 to E3
2 = E4 to E6
3 = E7 to E9
4 = W1 to W4
5 = O1 to O3
6 = O4
7 = O5 to O6
8 = DAC (any grade)
9 = Not in the military.

b. Approximately how long have you and the focal leader been in the same workgroup?

0 = we are not in the same workgroup
1 = one month
2 = two months
3 = three months
4 = four months
5 = five months
6 = six months
7 = seven months
8 = eight months or more

THANK YOU!

Statistical Recap
ELDP Outcomes Survey Form F Version 1.0

| Scale # | Scale Description | Total items | Workgroup focus | Org focus |
|--------------------|--------------------------------|--------------------|------------------------|------------------|
| 1 | Level of Engagement | 11 | (9) | (2) |
| 2 | Level of Trust | 4 | (3) | (1) |
| 3. | Support for Innovation | 4 | (4) | (0) |
| 4. | Level of Identification | 4 | (4) | (0) |
| 5. | Level of Motivation | 0 | | |
| 6. | Workgroup / Org Climate | 7 | (7) | (0) |
| 7. | Overall Performance | 3 | (3) | (0) |
| 8. | Demographic items | 2 | 2 | |
| <hr/> | | | | |
| Total Items | | 35 | (32) | (3) |

Appendix G-2 Outcome Survey, Form P (Peer Report)

Center for Leadership Studies (CLS)
Binghamton University, Binghamton, New York.

**Experimental Leadership Development Program (ELDP)
Outcome Survey (Peer Report) Form P.**

Respondent: You should use this form if you are a peer of the focal leader you rated earlier using the Multifactor Leadership Questionnaire (MLQ). If you did not complete MLQ as a peer of the focal leader, AND have no knowledge of the workgroup led by the focal leader, you may have received this form in error; please contact Wendy Clark at CLS by return e-mail and advise her of your current working relationship with the focal leader. If you are still a peer observer of the same focal leader you rated earlier, please complete each of the items in the 8 sections of this survey. If a question does not apply, or you don't know the answer, skip it and move on to the next question.

Important. The following definitions apply throughout this survey:

Focal leader: an Army major who is voluntarily participating as a subject in the Experimental Leadership Development Program (ELDP) and who has requested your support in completing this instrument.

Workgroup: the organizational element supervised by the focal leader. This might be a staff, a staff section, or sub-section; a project working group; team; committee, instructor or student class group; or any other element for which the focal leader has supervisory responsibility.

Organization: the larger formation, typically commanded by lieutenant colonel or above, or a GS 15 or above, to which the focal leader's "workgroup" is assigned and serves.

1. Level of Engagement

The following questions measure the level of *engagement* in the focal leader's workgroup. Please indicate how *satisfied* you think members are with the following aspects in the workgroup by using the scales below. Please click the response that you think best represents their level of satisfaction. If you're not sure, leave blank and go to the next item.

| Extremely Dissatisfied | | Neutral | | Extremely Satisfied |
|---------------------------|---|---------|---|------------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. Members know what is expected of them in the workgroup. 1 2 3 4 5
- b. At work, members have the opportunity to do what they do best every day. 1 2 3 4 5
- c. In the last seven days, members of this group received recognition or praise from this focal leader for doing good work. 1 2 3 4 5
- d. The focal leader, or someone in the workgroup, seems to care about members as individuals. 1 2 3 4 5
- e. There is someone in the workgroup who encourages the development of group members. 1 2 3 4 5

- f. In the focal leader's workgroup, the opinions of workgroup members seem to count. 1 2 3 4 5
- g. The mission/purpose of the organization is important to the members. 1 2 3 4 5
- h. The members in the focal leader's workgroup group are committed to doing quality work. 1 2 3 4 5
- j. In the last six months, someone at work has talked to members about their progress 1 2 3 4 5
- k. This last year, members have had opportunities at work to learn and grow. 1 2 3 4 5

Permission granted for the reproduction of preceding items of the *GALLUP Q¹² Workplace Audit*. (The items were adapted for this research purpose). Copyright 1992 – 1999, The Gallup Organization, Princeton, NJ. All rights reserved)

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

2. Level of Trust:

- a. Members of the focal leader's workgroup show a great deal of integrity. 0 1 2 3 4
- b. I can rely on members of the focal leader's group with whom I work. 0 1 2 3 4
- c. Overall, the people in the focal leader's workgroup are very trustworthy. 0 1 2 3 4
- f. The leaders in our organization are trustworthy 0 1 2 3 4

3. Support for Innovation.

- a. The focal leader's workgroup can be described as flexible and continually adapting to change. 0 1 2 3 4
- b. People in the focal leader's workgroup are encouraged to explore fresh, new ways of looking at problems. 0 1 2 3 4
- c. The focal Leader's workgroup is always trying out new ideas. 0 1 2 3 4
- d. The focal leader's workgroup is open and responsive to change. 0 1 2 3 4

4. Level of Identification:

- a. When someone criticizes the focal leader, I see it as a personal criticism 0 1 2 3 4
- b. I regard the success of focal leader's workgroup as my own success. 0 1 2 3 4

- c. I am proud to tell others that the focal leader is my associate. 0 1 2 3 4
- d. I strongly identify with the focal leader. 0 1 2 3 4

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

5. Level of Motivation:

- a. The focal leader inspires followers to be second to none in the Army. 0 1 2 3 4
- b. The focal leader is enthusiastic about taking part in the full development of his / her followers. 0 1 2 3 4
- c. The focal leader wants to learn as much about leadership from other leaders as possible. 0 1 2 3 4
- e. Subordinates in the focal leader's workgroup aspire to become trusted and respected leaders in this organization. 0 1 2 3 4

6. Workgroup Climate

Using the same scale, to what extent do you agree with each of these statements regarding the focal leader's workgroup?

- a. People in the focal leader's workgroup are treated fairly. 0 1 2 3 4
- b. Members in this workgroup have a clear sense of mission and priorities. 0 1 2 3 4
- c. People in this group are encouraged to learn new skills and concepts. 0 1 2 3 4
- d. Members of the focal leader's group have the spirit and courage needed to perform any mission assigned. 0 1 2 3 4
- e. This workgroup is flexible, and can adapt quickly to changing situations. 0 1 2 3 4
- f. People in the focal leader's workgroup put mission and people ahead of their own ambition. 0 1 2 3 4
- g. I have confidence in this workgroup's ability to perform in wartime/combat. 0 1 2 3 4

Questions in this scale are from the Ulmer-Campbell Military Climate / Culture Survey. Copyright: 1998, by David Campbell, Ph. D. Center for Creative Leadership. Modified with permission for experimental purposes.

7. Overall Performance. Please rate the following 3 items using the scale provided below by clicking on the rating the best represents your response:

- | | |
|---|---------------|
| 1. Overall, to what extent do you feel this officer is performing his or her job the way you would like it to be performed? | 1 2 3 4 5 6 7 |
| 2. To what extent has he or she met your expectations in her or her leadership roles and responsibilities? | 1 2 3 4 5 6 7 |
| 3. If you had your way, to what extent, would you change the manner in which he or she is doing the job? (Reverse) | 1 2 3 4 5 6 7 |

1= not at all
2
3
4=somewhat
5
6
7=entirely

8. About you. Click the number indicating your best response.

a. Your current pay grade.

- 1 = E1 to E3
- 2 = E4 to E6
- 3 = E7 to E9
- 4 = W1 to W4
- 5 = O1 to O3
- 6 = O4
- 7 = O5 to O6
- 8 = DAC (any grade)
- 9 = Not in the military.

b. Approximately how long have you observed the performance of the focal leader in the workgroup to which he/she is assigned?

- 1 = one month
- 2 = two months
- 3 = three months
- 4 = four months
- 5 = five months
- 6 = six months
- 7 = seven months
- 8 = eight months or more

THANK YOU!

Statistical Recap
ELDP Outcomes Survey Form P Version 1.0

| Scale # | Scale Description | Total items | Workgroup focus | Org focus |
|--------------------|--------------------------|--------------------|------------------------|------------------|
| 1 | Level of Engagement | 10 | (8) | (2) |
| 2 | Level of Trust | 4 | (3) | (1) |
| 3. | Support for Innovation | 4 | (4) | (0) |
| 4. | Level of Identification | 4 | (4) | (0) |
| 5. | Level of Motivation | 4 | (4) | (0) |
| 6. | Workgroup / Org Climate | 7 | (7) | (0) |
| 7. | Overall Performance | 3 | (3) | (0) |
| 8. | Demographic items | 2 | (2) | |
| <hr/> | | | | |
| Total Items | | 38 | (35) | (3) |

Appendix G-3 Outcomes Survey Form A (Ratings from Above)

Center for Leadership Studies (CLS)
Binghamton University, Binghamton, New York.

**Experimental Leadership Development Program (ELDP)
Outcome Survey RATERS FROM ABOVE (Form A.) V1.0**

Respondent: You should use this form if you are senior to the focal leader you rated earlier using the Multifactor Leadership Questionnaire (MLQ). If you did not complete MLQ from an organizational position above that of the focal leader, AND have no knowledge of the workgroup led by the focal leader, you may have received this form in error; please contact Wendy Clark at CLS by return e-mail and advise her of your current working relationship with the focal leader. If you are still senior to the focal leader you rated earlier, and are rating his or her leadership from an organizational perspective above that of the focal leader, please complete each of the items in the 8 sections of this survey. If a question does not apply, or you don't know the answer, skip it and move on to the next question.

Important. The following definitions apply throughout this survey:

Focal leader: an Army major who is voluntarily participating as a subject in the Experimental Leadership Development Program (ELDP) and who has requested your support in completing this instrument.

Workgroup: the organizational element supervised by the focal leader. This might be a staff, a staff section, or sub-section; a project working group; team; committee, instructor or student class group; or any other element for which the focal leader has supervisory responsibility.

Organization: the larger formation, typically commanded by lieutenant colonel or above, or a GS 15 or above, to which the focal leader's "workgroup" is assigned and serves.

1. Level of Engagement

The following questions measure the level of *engagement* in the focal leader's workgroup. Please indicate how *satisfied* you think members are with the following aspects in the workgroup by using the scales below. Please click the response that best represents your estimate of their level of satisfaction.

| Extremely Dissatisfied | | Neutral | | Extremely Satisfied |
|---------------------------|---|---------|---|------------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. Members know what is expected of them in the workgroup. 1 2 3 4 5
- b. At work, members have the opportunity to do what they do best every day. 1 2 3 4 5
- c. In the last seven days, members of this group received recognition or praise from this focal leader for doing good work. 1 2 3 4 5
- d. The focal leader, or someone in the workgroup, seems to care about members as individuals. 1 2 3 4 5
- e. There is someone in the workgroup who encourages the development of group members. 1 2 3 4 5

- f. In the focal leader's workgroup, the opinions of workgroup members seem to count. 1 2 3 4 5
- g. The mission/purpose of the organization is important to the members. 1 2 3 4 5
- h. The Soldiers in the focal leader's workgroup group are committed to doing quality work. 1 2 3 4 5
- j. In the last six months, someone in the workgroup has talked to members about their progress 1 2 3 4 5
- k. This last year, members have had opportunities at work to learn and grow. 1 2 3 4 5

Permission granted for the reproduction of preceding items of the *GALLUP Q¹² Workplace Audit*. (The items were adapted for this research purpose). Copyright 1992 – 1999, The Gallup Organization, Princeton, NJ. All rights reserved)

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

2. Level of Trust:

- a. Members of the focal leader's workgroup show a great deal of integrity. 0 1 2 3 4
- b. I can rely on members of the focal leader's group with whom I work. 0 1 2 3 4
- c. Overall, the people in the focal leader's workgroup are very trustworthy. 0 1 2 3 4
- d. The leaders in our organization are trustworthy 0 1 2 3 4

3. Support for Innovation.

- a. The focal leader's workgroup can be described as flexible and continually adapting to change. 0 1 2 3 4
- b. People in this leader's work group are encouraged to explore fresh, new ways of looking at problems. 0 1 2 3 4
- c. The focal Leader's workgroup is always trying out new ideas. 0 1 2 3 4
- d. The focal leader's work group is open and responsive to change. 0 1 2 3 4
-

4. Level of Identification:

- a. When someone criticizes the focal leader, I see it as a personal criticism 0 1 2 3 4
- b. I regard the success of focal leader's workgroup as my own success. 0 1 2 3 4
- c. I am proud to tell others that the focal leader is my associate. 0 1 2 3 4
- d. I strongly identify with the focal leader. 0 1 2 3 4

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

5. Level of Motivation:

- a. The focal leader inspires followers to be second to none in the Army. 0 1 2 3 4
- b. The focal leader is enthusiastic about taking part in the full development of his / her followers. 0 1 2 3 4
- c. The focal leader wants to learn as much about leadership from other leaders as possible. 0 1 2 3 4
- e. Subordinates in the focal leader's workgroup aspire to become trusted and respected leaders in this organization. 0 1 2 3 4

6. Workgroup / Organizational Climate

Using the same scale, to what extent do you agree with each of these statements regarding the focal leader's workgroup?

- a. People are treated fairly in this workgroup. 0 1 2 3 4
- b. Members have a clear sense of mission and priorities in this workgroup. 0 1 2 3 4
- c. People in this workgroup are encouraged to learn new skills and concepts. 0 1 2 3 4
- d. The focal leader's workgroup has the spirit and courage needed to perform any mission assigned. 0 1 2 3 4
- e. The workgroup is flexible, and can adapt quickly to changing situations. 0 1 2 3 4
- f. People in this workgroup put mission and people ahead of their own ambition. 0 1 2 3 4
- g. I have confidence in this workgroup's ability to perform in wartime/combat. 0 1 2 3 4
-

Questions in this scale above are from the Ulmer-Campbell Military Climate / Culture Survey. Copyright: 1998, by David Campbell, Ph. D. Center for Creative Leadership. Modified with permission for experimental purposes.

7. Satisfactory Performance

Please use the following scale to indicate your level of satisfaction with this subordinate.

| Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |
|------------------------------|---------------------|----------------|------------------|---------------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. How satisfied are you with the amount of work this subordinate does? 1 2 3 4 5
- b. How satisfied are you with the quality of this subordinate's performance? 1 2 3 4 5
- c. How satisfied are you with this subordinates overall performance? 1 2 3 4 5

Use the scale below to answer the next two questions:

| Almost Never | Occasionally | Fairly Often | Usually | Almost Always |
|---------------------|---------------------|---------------------|----------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. How often is the way this subordinate does the job in line with your preferences? 1 2 3 4 5
- b. If you could make the decision, would you be likely to offer this subordinate a promotion to a position of higher responsibility? 1 2 3 4 5

8.Overall Performance. Please rate the following 3 items using the scale provided below by clicking on the rating the best represents your response:

a. Overall, to what extent do you feel this officer is performing his
or her job the way you would like it to be performed? 1 2 3 4 5 6 7

b.To what extent has he or she met your expectations in her
or her leadership roles and responsibilities? 1 2 3 4 5 6 7

c. If you had your way, to what extent, would you change the manner
in which he or she is doing the job? (Reverse) 1 2 3 4 5 6 7

1= not at all
2
3
4=somewhat
5
6
7=entirely

9. About you. Click the number indicating your best response.

a. Your current pay grade.

1 = E1 to E3
2 = E4 to E6
3 = E7 to E9
4 = W1 to W4
5 = O1 to O3
6 = O4
7 = O5 to O6
8 = DAC (any grade)
9 = Not in the military.

b. Approximately how long have you observed the performance of the focal leader in the workgroup to which he/she is assigned?

1 = one month
2 = two months
3 = three months
4 = four months
5 = five months
6 = six months
7 = seven months
8 = eight months or more

THANK YOU

Statistical Recap
ELDP Outcomes Survey Form A Version 1.0

| Scale # | Scale Description | Total items | Workgroup focus | Org focus |
|--------------------|---------------------------------|--------------------|------------------------|------------------|
| 1 | Level of Engagement | 10 | (8) | (2) |
| 2 | Level of Trust | 4 | (3) | (1) |
| 3. | Support for Innovation | 4 | (4) | (0) |
| 4. | Level of Identification | 4 | (4) | (0) |
| 5. | Level of Motivation | 4 | (4) | (0) |
| 6 | Workgroup / Org Climate | 7 | (7) | (0) |
| 7. | Satisfactory Performance | 5 | (5) | (0) |
| 8. | Overall performance | 3 | (3) | (0) |
| 9. | Demographic items | 2 | (2) | (0) |
| Total Items | | 41 | (38) | (3) |

Appendix G-4 Outcomes Survey Form S (Self Rating)

Center for Leadership Studies (CLS)
Binghamton University, Binghamton, New York.

Experimental Leadership Development Program (ELDP) Outcome Survey for FOCAL LEADER'S SELF RATING. (Form S.)

Respondent: You should use this form if you are a focal leader in the ELDP and you rated yourself earlier using the Multifactor Leadership Questionnaire (MLQ). If you did not complete MLQ self rating, AND have no workgroup to lead as a focal leader, you may have received this form in error; please contact Wendy Clark at CLS by return e-mail and advise her of your current working relationship with the focal leader. If you are still a focal leader in the ELDP and supervising a workgroup as defined below please complete each of the items in the 11 sections of this survey. If a question does not apply, or you don't know the answer, skip it and move on to the next question.

Important. The following definitions apply throughout this survey:

Focal leader: an Army major who is voluntarily participating as a subject in the Experimental Leadership Development Program (ELDP) and who has requested your support in completing this instrument.

Workgroup: the organizational element supervised by the focal leader. This might be a staff, a staff section, or sub-section; a project working group; team; committee, instructor or student class group; or any other element for which the focal leader has supervisory responsibility.

Organization: the larger formation, typically commanded by lieutenant colonel or above, or a GS 15 or above, to which the focal leader's "workgroup" is assigned and serves.

1. Level of Engagement

The following questions measure the level of *engagement* in your work. Please indicate how *satisfied* you are with the following aspects in the workgroup by using the scales below. Please click the response that best represents your level of satisfaction.

| Extremely Dissatisfied | | Neutral | | Extremely Satisfied |
|---------------------------|---|---------|---|------------------------|
| 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| a. I know what is expected of me in my workgroup. | 1 | 2 | 3 | 4 | 5 |
| b. At work, I have the opportunity to do what I do best every day. | 1 | 2 | 3 | 4 | 5 |
| c. In the last seven days, I have received recognition or praise for doing good work. | 1 | 2 | 3 | 4 | 5 |
| d. My supervisor, or someone in my workgroup, seems to care about me as a person. | 1 | 2 | 3 | 4 | 5 |
| e. There is someone in my workgroup who encourages my development. | 1 | 2 | 3 | 4 | 5 |
| f. At work, my opinions seem to count. | 1 | 2 | 3 | 4 | 5 |

- g. The mission/purpose of my organization is important to me. 1 2 3 4 5
- h. My fellow Soldiers are committed to doing quality work. 1 2 3 4 5
- i. I have a best friend in this organization. 1 2 3 4 5
- j. In the last six months, someone at work has talked to me to me about my progress. 1 2 3 4 5
- k. This last year, I have had opportunities at work to learn and grow. 1 2 3 4 5

Permission granted for the reproduction of preceding items of the *GALLUP Q¹² Workplace Audit*. (The items were adapted for this research purpose). Copyright 1992 – 1999, The Gallup Organization, Princeton, NJ. All rights reserved)

For the next few sets of questions, please click the response on the following scale that best represents your opinion.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

2. Level of Trust:

- a. Members of my workgroup show a great deal of integrity. 0 1 2 3 4
- b. I can rely on members of the group with whom I work. 0 1 2 3 4
- c. Overall, the people in my workgroup are very trustworthy. 0 1 2 3 4
- d. The leaders in our organization are trustworthy 0 1 2 3 4

3. Support for Innovation.

- a. The workgroup can be described as flexible and continually adapting to change. 0 1 2 3 4
- b. People in this workgroup are encouraged to explore fresh, new ways of looking at problems. 0 1 2 3 4
- c. The workgroup is always trying out new ideas. 0 1 2 3 4
- d. The workgroup is open and responsive to change. 0 1 2 3 4

4. Level of Identification:

- a. When someone criticizes my workgroup I see it as a personal criticism 0 1 2 3 4

- b. I regard the success of the workgroup as my own success. 0 1 2 3 4
- c. I am proud to tell others that this is my workgroup. 0 1 2 3 4
- d. I strongly identify with the group I work with. 0 1 2 3 4

For the next few sets of questions, please click the response on the following scale that best represents your answer.

| Not at All | Once in a While | Sometimes | Fairly Often | Frequently, if not always |
|------------|-----------------|-----------|--------------|---------------------------|
| 0 | 1 | 2 | 3 | 4 |

5. Level of Motivation:

- a. I inspire followers in the workgroup to be second to none in the Army. 0 1 2 3 4
- b. I am enthusiastic about taking part in the full development of those I supervise. 0 1 2 3 4
- d. The leaders in my workgroup want to learn as much about leadership from other leaders as possible. 0 1 2 3 4
- e. Subordinates in my workgroup aspire to become trusted and respected leaders in this organization. 0 1 2 3 4

6. Workgroup / Organizational Climate

Using the same scale, to what extent do you agree with each of these statements regarding the your workgroup?

- a. People are treated fairly in this workgroup. 0 1 2 3 4
- b. Members have a clear sense of mission and priorities in this workgroup. 0 1 2 3 4
- c. People in this group are encouraged to learn new skills and concepts. 0 1 2 3 4
- d. This group has the spirit and courage needed to perform any mission assigned. 0 1 2 3 4
- e. This workgroup is flexible, and can adapt quickly to changing situations. 0 1 2 3 4
- f. Members of this workgroup put mission and people ahead of their own ambition. 0 1 2 3 4
- g. I have confidence in this workgroup's ability to perform in wartime/combat. 0 1 2 3 4

7. Satisfactory Performance.

In your relationship with your immediate superior, please use the following scale to indicate your superior's level of satisfaction.

| Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |
|--------------------------|---------------------|----------------|------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. How satisfied do you think your superior is with the amount of work you do? 1 2 3 4 5
- b. How satisfied do you think your superior is with the quality of your performance? 1 2 3 4 5
- c. How satisfied do you think your supervisor is with your overall performance? 1 2 3 4 5

Use the scale below to answer the final question:

| Almost Never | Occasionally | Fairly Often | Usually | Almost Always |
|---------------------|---------------------|---------------------|----------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |

- a. How often is the way you do your job in line with your superior's preferences? 1 2 3 4 5
- b. If your superior could make the decision, would he or she be likely to offer you a promotion to a position of higher responsibility? 1 2 3 4 5

8. Self Efficacy

Using the same scale, please describe how each item represents how you view you selves.

- a. When facing difficult tasks, I am certain that I will accomplish them. 1 2 3 4 5
- b. I will be able to successfully overcome many challenges. 1 2 3 4 5
- c. I am confident that I can perform effectively on many different tasks. 1 2 3 4 5
- d. Even when things are tough, I can perform quite well. 1 2 3 4 5

9. Overall Performance

Please rate the following 3 items by clicking on the rating from the scale below that best represents your response.

- a. Overall, to what extent do you feel you are performing you job the way you would like it to be performed? 1 2 3 4 6 7

b. To what extent have you met your expectations in your leadership roles and responsibilities?

1 2 3 4 6 7

c. If you had your way, to what extent, would you change the manner in which you are doing your job? (Reverse)

1 2 3 4 6 7

1= not at all

2

3

4=somewhat

5

6

7=entirely

10. **About you.** Click the number indicating your best response.

a. Your current pay grade.

1 = E1 to E3

2 = E4 to E6

3 = E7 to E9

4 = W1 to W4

5 = O1 to O3

6 = O4

7 = O5 to O6

8 = DAC (any grade)

9 = Not in the military.

b. Approximately how long have you been the focal leader in the workgroup to which you are now assigned.

1 = one month

2 = two months

3 = three months

4 = four months

5 = five months

6 = six months

7 = seven months

8 = eight months or more

THANK YOU!

Statistical Recap
ELDP Outcomes Survey SELF REPORT (Form S)
Version 1.0

| Scale # | Scale Description | Total items | Workgroup focus | Org focus |
|--------------------|--------------------------|-------------|-----------------|------------|
| 1. | Level of Engagement | 11 | (9) | (2) |
| 2. | Level of Trust | 4 | (3) | (1) |
| 3. | Support for Innovation | 4 | (4) | (0) |
| 4. | Level of Identification | 4 | (4) | (0) |
| 5. | Level of Motivation | 4 | (4) | (0) |
| 6 | Workgroup / Org Climate | 7 | (7) | (0) |
| 7. | Satisfactory Performance | 5 | (5) | (0) |
| 8. | Self Efficacy | 4 | (4) | N/A |
| 9. | Overall performance | 3 | (3) | (0) |
| 10. | Demographics | 2 | (2) | (0) |
| <hr/> | | | | |
| Total Items | | 48 | (45) | (3) |